

*General  
Faxon*

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## The Personality of French Animals

ALTHOUGH animals play a more active rôle in French metaphor than they do in English, their importance has been overlooked in most textbooks. There are possibly two reasons for their omission: students, who usually do not begin the study of French until high school, have already passed the age in which fables and animal-lore create a strong appeal; secondly, some animals have fallen into disrepute, as it were, and have become crude allegories of slang. Nevertheless, the student who says "C'est un rat!" should come to realize that he is not referring to a "back-stabber" or a "double-crosser" but to a "miser."

It usually comes as an equal surprise for the student to learn that French animals do not use the same language as their English counterparts. He will discover that a French dog does not "bow-wow" but says "ouâ-ouâ," that the cat purrs "ron ron" and on the back fence "miaule," a squeaking mouse emits "couic," the rooster at sunrise cries "cocorico," the hen "caquette," the turkey-gobbler goes "glouglou," the hoot-owl "hulule," and the moo-cow "meugle." (The origin of the liquid "l" in this onomatopoeia is still something of a mystery.) The only animals consistent in both languages seem to be donkeys that "braient" and sheep that bleat "baa baa"—although "bée bée" is used by the shepherd of *Maitre Pathelin* fame.

Gallic animals expose a character most peculiar to their native habitat. The personified cow, who might evoke thoughts in English of a stout and rather ungraceful person, reveals herself with a wholly different personality abroad: *Le patron est une vache*—The boss is a holy terror. And it is to be remembered that French cows can represent foul play: *C'est vache!*—That's a nasty trick! In their name many fights have stirred up the Latin Quarter: *Mort aux vaches!*—Down with the police!—the traditional challenge from the students.

Not all French animals are less virtuous than their American cousins. "Un chat"—although he occasionally gets into one's throat: *Il a un chat dans le gosier*—He has a frog in his throat—never uses his tongue to berate another feline with a catty remark.

Speaking of "la grenouille," this amphibian seems not to bring a Frenchman to mind as she sometimes does in English. "La grenouille" may, however, represent the financial assets of a club or society.

A camel fares poorly in France in so far as character is concerned: *Espèce de chameau!*—You lowly dog! More than likely "chameau" will personify an ugly, peevish and dirty person.

According to Webster a duck may mean "a darling" or "a disabled person." But "canard" in the figurative sense signifies a lump of sugar dipped in coffee or brandy. The Yellow Press or any unreliable newspaper is more logically referred to as "un canard." In the same vein: *C'est un canard*—It's a wild rumor, That's just propaganda.

A hen transplanted in France immediately loses most of her virtue: Une poule—a party girl or one of easy virtue. If the unfortunate bird falls in a puddle, she finds herself a milksop: Poule mouillée—a sissy.

"Le renard" has, in addition to all the attributes of foxiness, the habit of being a strike breaker.

The allegorical wolf evidently possesses a meaner disposition and a cruder personality in France. "C'est un loup," by the way, is seldom used to correspond with "He's a wolf" of American usage. However, "loup de mer" has its English equivalent. "Mon petit loup," used as a term of endearment, apparently reflects no sinister connotation. That notorious French fish "le maquereau" has extended its meaning to include "wolf" in the concept of American slang.

"Le lapin," far from the scared one he claims to be in America, is quite a rogue in France: C'est un rude lapin—He's a tough specimen. Of course, "le lapin" is never to be relied upon: On m'a posé un lapin—My appointment has been broken, I have been "stood up." Occasionally the rabbit deals in deceit of the worst order: Il a fait le coup du lapin—He has committed treachery. Another aspect of his character comes out in the expression: Chaud lapin—Sugar daddy. *Le Chaud Lapin*, incidentally, was the name of a newspaper published in Paris until the outbreak of war.

A monkey, through French eyes, becomes more than an imitator. Often he is the employer or foreman on the job: Adressez-vous au singe—Go speak to the boss. Uglier and more evil than his American counterpart, "le singe" has managed to keep out of the laughing stock. "You can't make a monkey out of him" would not apply to that not easily duped French "singe."

Although "pig" symbolizes "luck and good fortune" in Germany, the French across the border consider him in a more sinister light. His moral character there leaves more to be desired than in other countries. "Le cochon" as a filthy and often smutty person is in lowest repute.

If anything, a bear grows gruffer and more boorish in France than in English speaking countries: Ours mal léché—Extremely unmannerly fellow.

"Chien" treated as an adjective is decidedly uncomplimentary: Il est chien—He is mean and stingy. But fortunately for his reputation, "le chien" is usually treated as a noun: Elle a du chien—She has charm, fascination. "Avoir du chien" can also mean "to have pluck." "Mon chien" becomes a term of endearment. "Elle ~~est~~ du chien" indicates that the lady in question is well dressed.

A beast, criticized here for his abuse of physical strength, is reproached abroad for his lack of brains: Qu'il est bête!—What a blockhead he is! If he happens to have black fur, "la bête" becomes a jinx or perhaps the symbol of antipathy: C'est ma bête noire—That's my pet aversion. Probably the French "animal" compares more accurately with our metaphorical beast: Quel animal!—What a brute!



Undergraduate veterans on campus, who served in the French provinces since V-E Day, have returned with the realization that animals play an important part in graphic conversation abroad. Yet their notion of what these animals actually represent has been somewhat confused. This brief compilation was made in an effort to define some of the prevalent metaphors.

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## *After the Sound and the Fury*

NOW that the storm has blown itself out, after the sound and the fury—what? Momentarily it brought a sort of reprieve to modern foreign language study becalmed among the doldrums of dollar curriculums. Was it, or was it not, merely a stay of execution? Is it possible that now, in 1946, the history of modern foreign language study in the United States during the period of World War II can already be written and concluded without possibility of error? Is this the end, or is it the beginning, of an epoch?

With the advent of war there was at first some apprehension lest the necessity of foreign languages should remain undiscovered even in such a juncture. Then the armed forces came to class, knowing, as usual, what they wanted and how to get it, as proven to you periodically by your collector of internal revenue. Subsequently we observed a seething pot of language-learning formulas and practices, opinions and opinions of opinions, methodology and the lack of it: an amazing and wholly gratifying sight upon which no spectator could look without wondering what was cooking. And one may still wonder. Strictly speaking there were no new ingredients, but never before had they been stirred so vigorously.

The proponents of foreign-language study had come at last to the land of milk and honey. Some looked back long enough to say "I told you so" to the dollar curriculumists. Some reiterated old demands for better teacher-preparation and a new and longer deal for foreign-language study in the school curriculum. Others found their particular methods strongly confirmed by the new turn of demand. Still others rose to unlock all tongues with a new and simple formula, proclaiming the recipe of the pudding after one small bite, unaware of impending indigestion. And finally there were those, wisened by time, who struck the hot iron and recorded as history the reactions of the great and the near-great to the state of the nation's linguistic unpreparedness and isolation—remindful evidence with a purposeful future. Unless, indeed, it should one day prove to be remindful in that other manner—*nessun maggior dolore che ricordarsi del tempo felice nella miseria*.

After action, reaction. In the wake of the sound and the fury came the inevitable calm. Dollar curriculumists returned to their trade on a business-as-usual basis and were promptly pounced upon by their watchful opponents in the usual manner. A few progressive institutions were willing to continue with civilian students the procedure used in the ASTP. Others were either critical of its adaptability or doubtful of its wonders. And to most of them confronted by the facts that motivation is no longer highly presurized and oxygenated and that momentum is not only expendable but exhaustible, to do or not to do is no simple question.

With the war's end and the consequent disappearance of immediate-usage motivation, searches have been instituted to unearth a not too dis-

similar successor. But unless the student is ready to embark on a tour or a job in a foreign country, no parallel situation seems at hand to lean upon, especially as seen from the well-known administrative viewpoint. In its absence some searchers have looked hopefully into the future in the direction of college-entrance requirements or to an examination to be passed, boarding once more that ancient merry-go-round where the secondary school looked to the college-entrance requirement for motivation and was frequently disappointed. But there are also others who appear to fear only that they may not share equally with the colleges in an opportunity to carry on in new veins of language teaching. Actually the fact which all must face, and which is already a matter of record, is that the impact of the ASTP appears to have had no effect whatsoever on the carefully considered post-war policies of some of our best-known institutions of higher learning.

Such an outcome, whatever its unrealistic inconsistency with a global shrinkage making any nation's business every nation's concern, obviously calls for a measure of wholly realistic acceptance, especially of the probability that the "intensive" type of language-study program will not be widely adopted—not even, perhaps, to the extent of reversing the present ratio of time spent in classroom practice to that spent (theoretically at least) in outside preparation. Why? Because, on the part of administrators there is always a strong tendency to do the convenient thing. And also, partially because even the strongest partisan of the intensive program knows that memories which remain staunch enough throughout an eight-week period to absorb and practice a single subject in the absence of competing interests would be less retentive when simultaneously exposed to the other distractions of a standard peace-time program of study.

Consequently the history of the exterior differentials which distinguished the war-time interlude in language teaching may prove to be more noteworthy for its brevity than for its reformatory effect on the foreign-language curriculum. But the long-time observer cannot have failed to note a compensating fact wherever the pros and cons of the ASTP method for civilian usage have been brought into debate. It is that proponents and dissenters alike and without exception have agreed upon the desirability of aural-oral training if not of the exclusive use of the aural-oral approach in language learning. They would probably also agree that it would be far better to salvage from ASTP practices whatever appeared to be good and adaptable to civilian usage than to allow to be foisted upon them, as the objectives of foreign-language teaching, another mere report of the status quo, as was once done.

The meeting of conservative and progressive forces upon a middle ground of sound has been longer in preparation than any recent comer to the scene is likely to realize, on observing how commonplace today is the idea that sounds are the essence of language, that thought does not exist in which they are not consciously or unconsciously present, and that their

symbols are merely a pale reflection from which language may not be acquired in the absence of ability to quicken symbols into sound. That concept, whether elaborated by the psychologist, implemented by the phonetician, or recultivated by the phonemist, has appealed so strongly to reason that probably none of us needs further to be convinced that sound and sense are one. The question therefore appears to be closed so far as it concerns methodology. Furthermore, only methodology appears logically to be concerned by it.

Nevertheless it has been considered more often in connection with the objectives of foreign-language study than with the methodology, and in an obviously illogical connection owing simply to the fact that speaking has customarily been placed in the position of a remote objective. Whereas, if it were advanced to the position of a primary or immediate objective, it could then assume its logical rôle in methodology. Consideration of its implemental efficiency in that position, where it can best aid in the attainment of the remaining objectives, has already led many discerning teachers to place it there.

Can anything surpass sound in breaking down the chief obstacle to acquisition of a second language, which is the speech and thought pattern of the native language standing like a wall between the student and the foreign tongue? Direct absorption with literal comprehension is the very antithesis of translation from the native to the foreign language, which raises the obstacle of the native tongue squarely between the learner and the second language. And yet, as every teacher knows who has labored to convince a student that a foreign language is not merely an English composed with foreign words, translation is bound to occur even in "free" composition, unless the student has previously absorbed, through direct contact, with reference to a given idea concerning a given subject, a stock of the foreign idiom sufficient to allow him to have the idea in either language. Whatever amount of outright memorization this may entail, will again be aided chiefly by sound, which often so facilitates retention that the learner does not recognize it as the odious memorization that he loudly condemns. As if he possessed any word of his own language which he has not sometime, in some fashion, committed to memory!

The sole difference between the good and the poor student of a second language lies quite generally in the degree of defensive density presented by the first-language habit against infiltration of the second-language pattern. And there is no "direct method" of getting around and avoiding this barrier; it must be stormed. The second language is not learned by a "direct method" simply because a path of communication to the mind has already been established and will be used voluntarily or involuntarily for comprehension while the second path is under construction and afterwards at will. During the interim, and especially at the outset, the first-language habit sets up a very real defensive resistance. Whatever method best circumvents or

infiltrates it, is the best method, regardless of the length of the course or the extent of its mutilation by subdivision in pursuit of isolated objectives.

Which brings us abruptly back to the fact that while there are many objectives there is but little time. Realism in the administration of the school curriculum has been valiantly matched by realism in the limitation of the objectives of foreign-language study. Too valiantly. And now, while the optimum goal appears to be a greater allotment of time, the achievable goal may prove to be merely a revolution of objectives.

Such a prospect should be at least partially encouraging. It has already been observed from experimentation, and formally reported, that even when the sole objective of language study is a reading knowledge, that objective is more readily accomplished by first acquiring an accurate knowledge of pronunciation.

The study of pronunciation would presumably be approached physiologically, at first without the intervention or use of symbols either from the alphabet of the foreign language or from the phonetic alphabet. Perhaps the skill to be acquired is indeed wholly comparable to those which the student must attain through patient study, observation, and especially effort and practice, to control a golf ball or to time his breathing in conjunction with a respectable crawl stroke. The idea of putting physical effort into academic endeavor might be the sole novelty.

A knowledge of functional grammar would be acquired piecemeal from experience, and the examples filed, under direction, in a comprehensive skeleton outline of grammar. Retention would be facilitated by focusing attention upon the example drawn from experience rather than upon the principle illustrated, and also going further than the mere inductive reversal, since a comparative study of examples would be involved, to reveal their differences and, especially, the causes thereof. *Felix qui potuit rerum cognoscere causas*. From the time of Vergil to the atomic age the driving impulse of pure inquisitiveness has obviously not diminished.

Then as now, but, it might be hoped, somewhat earlier, the student, having acquired the ability to derive the spoken language from the printed text, could make it his informant. Good style rolls off the tongue even in that language whose pronunciation is reputedly difficult and which is at the same time the most precise instrument of thought. Textbooks have the advantages of constant accessibility, portability, and, above all, patience and great endurance.

But what of motivation? Where would one seek to install it? In the methodology? In the student? In the textbook?

Methodology has very frequently sought to provide motivation, although motivation should logically precede and no amount of methodology can long conceal the absence of an incentive. The most cursory comparison of the normal circumstances in which a second language is studied with those in which the ASTP courses were taken reveals, aside from the

differences in the amount of time or degree of intensity (which could be compensated in some manner), a vast difference in incentive. Effort in the ASTP was spurred by the strongest of incentives, necessity, whose ablest post-war successor appears to be no stronger than the desire of the student to speak the foreign language without delay. But let us not underestimate the strength of that desire. Let it remind us rather of the ancient admonition: take great care what you set your heart upon, for you will surely get it.

Under the present normal conditions, the immediate-use incentive can probably be resuscitated most readily by turning to the student's daily life—private and public, non-academic and academic—accepting the student and his environment as the primary *realia*. *Le terre à terre* de tout ce qu'il y a de plus quotidien, boresome to the fastidious, fascinating to the purposeful artisan. And spiced, if you would have it so, but not stuffed, with cultural effects.

The implications with regard to vocabulary are obvious. By definition, present word and idiom lists, since they are based upon frequency of occurrence chiefly in literature, would be inapplicable beyond the first few hundred items of greatest range and frequency, without which it is impossible to construct even the simplest sentence. Yet the choice of vocabulary, even when dictated within broad limits by environment and activity, could not be made in a wholly haphazard fashion. Although no great science would be required in the selection, it would have to conform with sources neither more nor less "classical" nor less modern than, for example, in French, J. E. Mansion's French-English dictionary published in 1934 by D. C. Heath and Company.

At the same time some further restriction of the range of vocabulary, going beyond mere indication of the limits in terms of eligible sources, would inevitably become necessary in the interests of standardization. Just as a specialized vocabulary determined the ultimate efficiency of ASTP courses in the field (and elicited critical commentaries from the field wherever it proved to be insufficient or obsolete), so would the environment-dictated vocabulary determine the efficiency with which old objectives could be integrated in new order. Consequently the range of subject matter would require control in order to achieve a standard primary foundation and avoid excessive local deviation.

On the grounds of simplicity, logic, increased efficiency and a more realistic incentive, a changed order of objectives in foreign-language study has much to recommend it and has been tried many times with success in the course of the past few centuries. But it has never been attempted on a grandiose scale by agreement among great associations of collaborators, and therein appear to lie its present possibilities, to be accepted or rejected. Whether the sound and the fury heralded some lessening of the inertia generally present in great bodies, is what now remains to be seen.

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## One World? One Language?

WE HAVE lately been deluged, from the offices of *Modern Language Journal* and other sources, with books,<sup>1</sup> booklets,<sup>2</sup> pamphlets,<sup>3</sup> and leaflets<sup>4</sup> the aim of which is the reform of English spelling so as to bring it in line with English pronunciation.

In itself this is a praiseworthy objective. The difficulties which strew its path are neither few nor inconsiderable. To summarize them: 1. English pronunciation is not at all standardized; the King's English differs widely from the American Language and both are subdivided into dialectal and social varieties of which none has so far gained a clear predominance.<sup>5</sup> 2. English as written at present offers the important advantage of ready recognition by many foreign speakers; a word like *nation*, for example, is at once recognized by French, Spanish, German, Italian and Russian speakers; the same word in any sort of phonetic transcription will quickly become unrecognizable. 3. The difficulties of shifting over from our present spelling to any form of simplified or phonetic spelling are enormous, even though seldom admitted by reform advocates. What will happen to all the books in our libraries? Are they to be destroyed and reprinted in the new spelling? Or are we to go along for decades with two written languages, the old and the new, both of which will have to be known and taught?<sup>6</sup>

But there is a curious undertone that runs through the majority of present-day writings on the subject, a series of logical or illogical assumptions and syllogisms. English, purged of its traditional spelling and phonetically written, will, it is claimed, at once become the international language; once an international language is achieved wars will cease. By reforming English spelling, we can secure its international adoption and thereby prevent future wars.

Were all this true, it might be worth while making the effort. Perhaps we should make it anyway for our own satisfaction and to save our school-

<sup>1</sup> *An Alphabet for the World of Tomorrow*, by J. R. Parsell, N. Y., 1945.

<sup>2</sup> *Printing by Sound With the Roman Alphabet*, by G. T. Wride, Los Angeles, 1946.

<sup>3</sup> *Rimes Without Reason*, Spelling Reform Association, Lake Placid, N. Y.; *Fonetik Crtihqgrafi Krestqmalthi*, Northwest Printery, Chicago, 1944.

<sup>4</sup> *Better Spelling in a Post-War World*, by Wm. Russell, Athens, Ga.; *Selecting the Better Spelling*, by Wm. Russell, Athens, Ga.; etc.; etc.; etc.

<sup>5</sup> See my article "Shall We Bring English Up To Date?", *St. Anthony Messenger*, August 1946, in which it is pointed out that *Mary*, *marry*, *merry* have three different pronunciations in the East, but only one in the Midwest; that Eastern WAHSH is Midwestern WUSH; etc. G. T. Wride, in his "Printing by Sound," rather naively states: "International English is based upon the speech of America rather than that of England." But what will our British cousins say?

<sup>6</sup> The same objection was presented, with considerable justification, by the Japanese when the American Educational Commission recently urged them to adopt a romanized alphabet in the place of their *kanas*.

children from the tiresome task of learning to spell.<sup>7</sup> But ought we not first to consult the other nations and find out whether they would be willing to accept a simplified-spelling English as an international tongue? If they say yes, we might try, leaving the other problem, that of war, to take care of itself. But what if they say no?<sup>8</sup>

In a previous article<sup>9</sup> I proposed what seemed then, and still seems now, a more logical procedure. Let the governments, if they are really interested in the creation of a world language to facilitate international communications, appoint a commission of competent linguists with all nations represented in proportion to their literacy. Let this commission proceed like our own nominating conventions, with all members free to nominate the language of their choice, national or constructed. Then let a series of run-off elections be held, with half the languages nominated dropping out at each voting, until an absolute majority is reached for one tongue. If the final decision is won by a national language, let that language be completely phoneticized for international use.<sup>10</sup> Let it be put into all the *elementary* schools in the world on a footing of perfect equality with the local language, to be learned by the natural, spoken method not by the grammar-translation method so often deprecated in our high-school teaching of foreign languages. The new generations of all lands will then grow up completely bilingual, equipped with their own and the international tongue.

What of the older generations? They would be perfectly free to learn the new international language or not to learn it. If they did, it would be at the adult stage, by the "painful" process. But it would be no worse than learning

<sup>7</sup> This important point seems to be overlooked by practically all advocates of spelling reform. Yet it is a fact that in one year of schooling children of countries that have reasonably phonetic systems of writing, like Spain and Italy, learn to read, write and *spell*, and thereafter can devote their attention to factual subjects, while our English-speaking students have to spend an enormous amount of valuable time, in elementary school, high school, and even college, learning to spell. See "Some Comments on Spelling Reform," *American Speech*, April 1946, pp. 129-131; and the Appendix of my booklet "English: a World-Wide Tongue," Vanni, N. Y., 1944.

<sup>8</sup> Mr. Parsell, Mr. Russell, *et al.* do not seem to think that any foreign country will be able to withstand the obvious attractions of the English language once it is phoneticized. Mr. Wride appears to have some conception of the difficulties of the problem of acceptance when he says: "We could yield a lot to Russia in exchange for their cooperation. Someone must yield on this point, and it is generally agreed by scholars and statesmen that English is the most suitable for general use." Trieste to Yugoslavia, a Communist government in North China, and Russian control over the Dardanelles in exchange for International English? For what concerns the general agreement of statesmen, Gromyko's linguistic behavior at U.N. is instructive. Scholars have not yet been heard from, if we except Mr. Ogden and Mr. Richards.

<sup>9</sup> "A Universal Language Can Be Achieved," *Town and Country*, Sept. 1944; reprinted in *Síntesis*, Mexico City, Feb. 1945 under the title "*Si, se puede conseguir un idioma mundial.*"

<sup>10</sup> This phonetization in the written form of the language, differentiating it from the national tongue, will serve to remove at least some of the bitterness that will be experienced by unsuccessful candidates. Constructed languages like Esperanto, Interlingua, etc. are already fully phoneticized, with symbol-for-sound arrangement.

any foreign tongue; in fact, it would be easier in view of the complete phonetization of the international tongue. Should the choice fall on English, we would have two brands of English, coinciding in speech but differing in writing: American-British English, with its antiquated spelling and International English, with phonetic spelling. Once International English had the assurance of world-wide acceptance, few indeed would be the Americans and Britishers who would refuse to learn it in its new, simplified, written form.

But the choice of the linguistic congress might fall on another tongue—French, Spanish, Russian, Interglossa, or Novial. If so, it would be up to the advocates of spelling reform to abide by the decision of the majority, leave the traditional spelling alone, unless they still would want to reform it for purely internal consumption, and proceed to learn, or at least let the younger English-speaking generations learn, International French, or International Russian, or Esperanto, or Latino Sine Flexione.

What would happen to the national languages? Advocates of international tongues (Basic English, Esperanto and the like) are forever assuring us that the tongue they favor would be used *only* for international purposes, that it would not displace the existing languages within their national borders. I do not share this view. In the long run, languages of lesser currency would be made obsolete by a language of universal currency, but the process would take centuries. Present-day teachers and students of foreign languages would not have to worry; the foreign languages would continue to flourish at least as long as they; and even after the two or three centuries it would take to make them obsolete; English, French, Spanish, Italian and German would still be studied exclusively for their cultural value, as Latin and Greek are at present.

What of the danger of dialectalization of the international tongue, of its splitting up into numerous local languages, as Latin did after the fall of the Roman Empire? It would take another "fall of the Roman Empire" to do it, with complete disruption of present-day communications and international interchange. While we have the railroad, the steamship, the automobile, the airplane, the radio and the movietone, the international language would not dialectalize. British and American English have again been drawing together since the advent of modern mechanical means of communication.

What of the question of war? Will an international language bring about the end of mankind's greatest scourge? Not unless it is accompanied by a will to end war and by an effective international organization that will make war impossible.<sup>11</sup> History is far too full of examples of wars between nations, cities and groups speaking the same language. Full linguistic understanding is a powerful aid to peace, but it must be complemented by something much

<sup>11</sup> See my "American Road to Peace," Vanni, N. Y., 1945.

more difficult to achieve—the will to peace and a truly efficient peace machinery.

There is no doubt, however, that if future wars must come in spite of an international language, the latter will tend to make them far less uncomfortable to all their participants. It will also eliminate such unnecessary deaths as that of the American general who was shot because he did not understand what his German captors were saying to him and thought, erroneously, that they wanted him to hand over his pistol for which he reached.

By all means let us strive for (a) the reform of English spelling, (b) the achievement of an international language, (c) the end of wars. But let us keep the three issues and their implications separate in our minds and discussions and not scramble them together in the fashion of a Spanish omelet.

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## *A High School Teacher Speaks*

AT TIMES I have been somewhat annoyed by the condescending attitude that a certain number of college instructors seem to assume toward their lesser colleagues in education, the public secondary school teachers. This patronizing manner bespeaks two very definite convictions on the part of those entrusted with giving advanced instruction in the arts and sciences: first, the conviction that high school teachers are devoid of culture and wholly lacking in cultural interests; and second, the conviction that secondary school teachers are often unqualified to teach the subject matter they seek to present to their pupils.

My purpose, in this article, is not so much to attack or to defend such criticism, but rather to attempt to explain what seem to me to be the reasons for it. Why do teachers in our secondary schools impress college teachers as being far-removed from cultural and intellectual pursuits? I have sometimes thought that if college and high school teachers could exchange places for a few days, the answer would be perfectly evident. I intend, now, to offer myself as an example of the case in point—the average high school teacher. Let us take a glimpse at “my day.”

I must be at school, ready to start work, at 7:45 A.M. During the home-room period, I may offer blue forget-me-nots for sale on behalf of the Disabled Veterans' Organization; later I may be campaigning for the Junior Red Cross; or, I may be urging contributions to the Community Fund or even inviting pupils to bring in old clothes in a drive to help the needy. After this short interval of my activities as financier or campaign manager, according to the need of the hour, I meet my first class, a class in English. There, let us say we are reading the novel *The Turmoil* by Booth Tarkington. At the next signal of the bell, I do another sudden change and assume my French character in order to meet a class in second year French. There, let us say we are having a reading lesson. That period completed, I must hurry to a waiting-room and there preside for forty-two minutes. Thereafter, I meet another class in English, a class that is reading an entirely different novel from the one already mentioned. That period over, another metamorphosis and I assume the role of instructor in French, but this time in third year French. There we endeavor to present a composite outline of the history of France. A lunch period follows. In the afternoon, I return to a class in French I. On Tuesday afternoons at the conclusion of my class program, I am available for giving special help and for assisting pupils who through absence have lost work in English. Monday afternoons I offer similar aid to students in French II and III; Wednesday mornings, to students in French I.

Customarily a high school teacher must sponsor an extracurricular activity. Mine is the French Club which meets once a month. The meeting

itself lasts only an hour, but it takes several hours of preparation and rehearsal to be able to present a suitable program.

To complete my day, I shall organize a few months hence two special, extra classes for students who intend to continue in college their work in French. These classes will meet once a week.

The point I wish to make in sketching so minutely my own program is this: each night I must prepare five separate assignments—two on the novel since we are studying two different novels, one in French III, one in French II, and one in French I. It takes time and plenty of time to prepare such assignments adequately. In addition, in English and especially in the languages there are always countless papers to correct when the school day ends. Is this a life conducive to intellectual activity and to cultural pursuits? If we have not read all the "best-sellers," if we are not thoroughly informed on all the literary and philosophical movements of the day, the fault, dear college colleagues, is not this time in ourselves!

How, now, can we explain the second criticism levelled against us, the criticism that high school teachers are often inadequately prepared to teach the subjects they seek to present? Once more let us examine the facts of the case. A teacher may have spent years specializing in a particular field and may have tried constantly to improve her knowledge of the subject and the techniques of teaching it. That teacher may conceivably be assigned to give a course in a subject in which she has only the minimum background required by law. One who specializes in French may find herself becoming by necessity a teacher of English, and one who specialized in art may teach history. The preparation of the instructor is a secondary consideration. What seems to be of paramount importance is that *a* teacher be assigned to manage *a* class that is in need of an instructor. Yet we would scarcely expect or request that one who has specialized in playing the piano present a violin concert. Similarly one skilled at portrait painting would not be expected to devote his skill to house painting. Why, then, are high school instructors regarded as "Jacks-of-all-trades"? Once again, college colleagues, the fault lies not in ourselves!

In conclusion, I feel that college instructors can be of immense help to secondary school teachers, not by patronizing them but by uniting with them in an effort to ameliorate present conditions.

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## *La France de 1946*

**I**L A déjà été dit beaucoup sur la guerre, et l'état dans lequel elle a laissé la France—trop sans doute pour que la vérité soit toujours respectée.

Peut-être quelqu'un qui a vécu les années pénibles de l'occupation, puis les joies de la libération, et qui, jusqu'à septembre dernier, a été témoin des difficultés auxquelles il fallait faire face n'est-il pas indiscutablement qualifié pour juger ses compatriotes. Pourtant, ce bref aperçu de la situation essaiera de faire le point, et de dégager quelles sont les réactions de la Nation, devant des événements qui la dépassent souvent. Car, en dernier ressort, c'est la façon dont pense et agit sa population qui constitue la vie d'un Pays.

L'état d'esprit des Français est naturellement influencé par la situation matérielle.

Il est à peine besoin de répéter que les restrictions, en se relâchant, n'ont pourtant pas cessé avec la guerre. L'armée d'occupation n'est, il est vrai, heureusement plus là pour se nourrir sur le pays, mais la perte d'une partie du bétail rend encore la viande et les laitages difficiles à obtenir; quant au riz, au thé et au café, ils sont encore réduits au minimum, alors que les enfants n'ont même pas, en octobre, touché leur ration réglementaire de 250g. de chocolat. Il est encore difficile de s'habiller, avec de mauvais tissus de fibrane qui restent à écouler et qui n'ont ni la solidité ni la chaleur que ferait espérer leur prix. On compte que le coefficient général du coût de la vie est de 7,3 par rapport à 1939, alors que celui du traitement des professeurs est d'environ 5 et celui du revenu des rentiers, 1 ou même 0,8 avec les conversions d'emprunts.

La crise du logement sévit sur tout le pays, car il n'est pas un département qui ait été épargné par la guerre et c'est actuellement la reconstruction de 1,890,000 immeubles que nous avons à envisager. Mais cette situation est particulièrement sensible dans les régions côtières et frontalières où les mines retardent partout les travaux et continuent, malgré les précautions prises, à tuer de nombreux enfants ou des paysans qui essaient de faire revivre leur petit coin dévasté. En fait de reconstruction, on en est encore au stade du "provisoire": on construit des baraques en bois, en attendant que le matériel et le personnel nécessaires permettent d'entreprendre les travaux définitifs.

Oui, voilà, on espérait que cela "repartirait" plus vite—deux ans déjà! ... Mais, quand on réfléchit, on s'aperçoit qu'avant de pouvoir redonner au peuple de France une vie facile, il faut faire face à des problèmes économiques de base, que les industries de production doivent être remises en route pour assurer ensuite aux industries de consommation un développement normal; il faut remplacer le matériel emporté par les Allemands ou vieilli maintenant—l'usure en ayant été augmentée par le manque de bonne

graisse—il faut, pour faire marcher notre industrie, acquérir les matières premières nécessaires et LE CHARBON, CLE DU PROBLEME. Même avant-guerre, nous devions importer 25 millions de tonnes pour satisfaire à notre consommation de 80 millions de tonnes. L'extraction actuelle, faite par des mineurs sous-alimentés, se monte à 30 millions de tonnes: on comprendra que ce n'est pas seulement pour avoir chaud aux pieds cet hiver, que les Français ont tant à cœur la question de la Ruhr!

Pourtant, du travail a été fait déjà; les centrales et transformateurs électriques endommagés ont été remis en service et de nouveaux barrages exécutés. Dans le domaine des transports, la "bataille du rail" a été menée avec acharnement; il faut avoir eu besoin de voyager ou de faire transporter des marchandises entre juin et décembre 1944, pour imaginer ce que représentaient les 2000 ponts démolis, la moitié des gares endommagées par bombardements ou sabotage volontaire; les trains—quand il y en avait—étaient alors réduits à faire la navette entre les ponts infranchissables que les voyageurs passaient à pied, dans la boue ou sur des ponts de bois. La situation n'est plus comparable maintenant que l'importation et le travail des cheminots ont permis de reprendre un courant quasi-normal. Quant aux automobiles, c'est un travail de longue haleine que de remplacer les 90% des voitures d'avant-guerre que nous ont prises les réquisitions allemandes. Si 300 automobiles viennent d'être attribuées aux médecins pour leur service, une grande partie des automobiles que nous fabriquons est exportée comme, du reste, une grande partie de notre production actuelle dans tous les domaines.

Ces exportations, nécessaires pour acquérir des devises étrangères, font partie du plan de rééquipement national. Mais qui ne comprendra qu'il est un peu difficile de faire admettre à la ménagère qui fait la queue trois heures pour obtenir un bon de chaussures, qu'elle doit se passer encore quelques temps d'objets pratiques parce que ceux-ci doivent être vendus contre une lointaine machine à laquelle elle n'entend rien?

Sans doute, l'enthousiasme de la Libération nous avait-il entraînés trop loin dans nos espoirs. Tant de problèmes se trouvent liés que beaucoup de gens s'y perdent; ils sentent qu'il faut faire quelque chose mais par où commencer? L'instabilité économique jette un certain désarroi parmi les jeunes qui doivent faire choix d'une carrière. Aucun n'a financièrement les moyens de débiter une affaire et les Français n'ont pas encore pris l'habitude du crédit à grande échelle. Ne sachant pas trop vers quelle branche se diriger, les jeunes Français cherchent à voyager un peu à l'étranger pour y élargir leurs idées, ramener des méthodes nouvelles, se rendant compte de l'erreur d'une orgueilleuse satisfaction de soi-même.

Il résulte de tout cela une certaine lassitude devant les progrès trop lents aux yeux de tous et c'est peut-être cette lassitude qui est cause du calme dans lequel on continue à vivre malgré les difficultés, sans ces soubresauts que pourrait expliquer un mécontentement latent. Les tenta-

tives de meneurs politiques essayant d'exploiter la situation se heurtent à l'individualisme et au bon sens des ouvriers des petites et moyennes entreprises qui demeurent la règle chez nous. Malgré tout, on travaille, parce que l'on sait qu'il faut "reprendre."

La guerre s'est d'ailleurs chargée de "tremper" beaucoup de caractères. On parle d'une crise morale en France; il faut reconnaître que l'état d'esprit du marché noir n'a pas disparu, que, parfois, ceux qui ont appris à dissimuler à se cacher, à saboter le travail que leur imposait l'ennemi, gardent les habitudes ainsi prises. Mais combien, par contre, les restrictions ont développé notre esprit d'ingéniosité en nous obligeant à faire une robe neuve avec deux vieilles, des chaussures avec du raffia et des confitures sans sucre, et combien les privations nous ont donné l'horreur du gaspillage, nous enseignant à utiliser les restes! . . . Enfin, ces dures années ont mis des milliers de femmes seules à la tête de leur petite ferme ou de leur maison de commerce qu'elles voulaient maintenir à toute force jusqu'au retour de leur prisonnier. La guerre a livré aux yeux d'enfants de quinze ans des spectacles qui les ont mûris. C'est sans doute pourquoi il y a, parmi les jeunes de France, moins de cette joie spontanée et fraîche qui entoure d'une atmosphère si détendue et reposante la vie au milieu des jeunes Américains. Il faut réellement du courage pour commencer une année scolaire comme étudiant à CAEN où l'Université a disparu, avec une installation de fortune et sans bibliothèque! . . .

La guerre nous a arraché des valeurs inestimables, des chefs, des cadres disparus à DUNKERQUE ou à BUCHENWALD. Mais leur exemple demeure: aucun de ceux qui ont connu Daniel DESMEULLES, notre jeune professeur d'histoire, n'ont oublié ce jour de février 1944 où la magnifique activité qu'il avait dans la résistance normande a été découverte et comment, traqué puis déporté, il nous a été enlevé. Mais le souvenir de ses paroles s'érige en mot d'ordre pour nous dicter une ligne de conduite.

La grande majorité des gens a un immense désir de bien faire. Notre vitalité se manifeste dans le domaine intellectuel par de nombreuses oeuvres dont la diffusion est encore gênée par le manque de papier. Le festival de Cannes a témoigné de l'activité du cinéma français alors que l'exposition de l'Automobile a prouvé que notre esprit inventif n'était pas mort. Les métiers de luxe et d'art, les métiers artisanaux qui tiennent une si grande place en France, reprennent. En bref, les gens sont prêts à travailler mais encore faut-il leur donner de quoi le faire. Quel est le pays qui pourrait, aujourd'hui, prétendre se replier sur lui-même? Nous manquons de produits de base que nous ne pouvons trouver que dans le commerce international. L'aide matérielle que des Français, individuellement, ont reçu des Etats Unis en particulier a su être appréciée en France; mais c'est réellement sur le plan d'accords économiques internationaux et non seulement sur le plan individuel que le problème doit être envisagé.

Les Français ont soif de la stabilité qui leur permettra de recueillir de

leur travail un fruit proportionné à leur effort. Plus que d'autres, peut-être, ils aspirent à une "longue paix"; plus que d'autres, ils en doutent; ils craignent de voir se renouveler les fautes de 1919 et regardent, d'un oeil sceptique la nouvelle société des nations. . . . Les hommes qui ont fait les deux guerres ont peine à croire que celle-ci est vraiment la dernière, ils ont appris, à l'école de l'expérience, à ne pas croire aux belles paroles. Ils tiennent à ce que la question allemande soit envisagée sans idéologie, non par esprit d'antagonisme mais parce qu'ils craignent que "cela recommence." Ils craignent que l'O.N.U. ne sache pas s'entourer d'une force suffisante pour faire respecter les idéaux qui l'animent et auxquels la France adhère.

Si nous pouvons paraître un peu pessimistes en criant "casse-cou," ce n'est de la part des Français, ni manque de courage, ni manque de bonne volonté. Pour reprendre les mots de Michelet: "Si l'on voulait entasser ce que chaque nation a dépensé de sang, d'or et d'efforts pour les choses désintéressées qui ne devaient profiter qu'au Monde, la pyramide de la France irait montant jusqu'au ciel."

Les Français sont encore prêts à faire monter leur pyramide plus haut; mais ils aimeraient être sûrs, au moins, que leurs efforts profiteront au Monde.

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## *Hints for Teaching Russian*

ONLY a few years ago Russian was studied comparatively little in the United States, probably on account of the retarded civilization of the Slavic nation; perhaps also because the value of the queer-looking idiom for commerce and science was considered small, or because the East European way of thinking seemed too far removed from our culture. Since, however, the Soviets have become a first-rate world power, advancing rapidly in every field of endeavor and knowledge, many, especially scientists, are eager to learn Russian.<sup>1</sup> Also in schools and colleges the new tongue is gaining ground more and more.

While it is not easy to hurdle the barrier of any foreign language, would Russian be still harder to learn for our students? Could the outlandish-looking, but so beautifully sounding idiom be taught as swiftly and efficiently as any other popular foreign language? If the difficulties of Russian were not too great, it would certainly be advisable to learn the language of a country which rules more than a sixth of the globe.

The Russian alphabet with its Byzantine Greek letters is easily mastered by those who have an eye for form, while others may have some trouble. So it is best to allow plenty of time for the initial study of spelling. One can afford all the more to do so because the Russian alphabet is nearly phonetic, and drill in sound is intimately connected with learning the letters. From the very beginning one should stress the fact that the Russian sounds are mostly different from those of the English speech and that the tongue has to be placed otherwise than in English.<sup>2</sup> When the student can automatically recognize the letters of the Russian alphabet and correctly produce their sounds in various word combinations, he should learn to write in Russian characters. It is very desirable that the learner practice writing because writing strengthens the associations of the eye. Naturally, it is important that the beginners write accurately and slowly with the correct stroke so that the written work will be legible.

To be sure, Russian grammar is strange and complicated, if we follow *Bondar's Simplified Russian Method*<sup>3</sup> or a *A New Russian Grammar* by Anna H. Semeonoff.<sup>4</sup> Yet, until only a short while ago, these two lengthy books were the only available stand-bys for the American beginner of Russian. Both grammars use the deductive method which in former times caused so much headache to young learners of Latin and Greek and to

<sup>1</sup> Jacob Chaitkin, *The Challenge of Scientific Russian*. The Scientific Monthly, LX, 301, Washington, D. C.

<sup>2</sup> Of great help here is the following: G. R. Noyes, G. Z. Patrick, *An Elementary Guide to Russian Pronunciation*, Pitman Publishing Co., New York, 1944.

<sup>3</sup> Sir Isaac Pitman & Sons, London, 1938.

<sup>4</sup> E. P. Dutton & Co., New York, 1941.

which our students are not accustomed. "The grammatical rules . . . are so arranged that no matter is introduced without having been previously explained."<sup>5</sup> In Semeonoff's Grammar "the material of the book has been arranged in such a way as to give the pupil an idea of the Russian *construction* from the very first lesson."<sup>6</sup> Endless exercises of disconnected sentences from and into Russian give an opportunity to practice the rules of the grammar. Of necessity the time element plays a part in the modern language instruction. Bondar's grammar will consume at least twice as much time as a standard grammar in any other language, while Semeonoff's needs about four times as much.

While Russian can be learned through the above-mentioned grammars, it is best, however, for the beginner to use the shortest grammar that he can possibly find. If, instead of the deductive method, the inductive procedure can be employed, study will thereby be easier, faster and more sensible. "It will be seen that after the learner has gone through such a book (inductive grammar) as *First Steps*, in which the grammar is kept strictly within the limits of the recognition stage, a great part of this grammatical knowledge will be unconscious instead of analytic or systematic."<sup>7</sup> N. N. Sergievsky's *Modern Russian* ("How to Read, Write, and Speak it")<sup>8</sup> intended for classroom and self-teaching, fulfills these conditions. The formal inductive grammar is reduced to a minimum "without sacrificing anything in any way of accuracy and completeness." A most ingenious feature of the book is the introduction of the Russian alphabet by drawing a picture as illustration of a word whose initial represents a certain letter of the alphabet.

A grammar which will certainly enable the Russian teacher to keep at an even pace with other foreign language classes is *A Russian Primer* by Agnes Jacques.<sup>9</sup> It is based on graded material and constructed so that the student in a very short period "should have a reading knowledge." Although the author does not supply questions about the interesting reading material, they can be easily made up by the individual teacher. Also this grammar does not bring a maze of grammatical information which is surely useless and boring to the student.

At the same time, when the grammar is studied, it is worth while to bring ordinary, every-day conversation for at least ten minutes into every school hour. "We must become proficient in the oral use of the language not merely in order that we may be able to exchange colloquial banalities with the foreigners, but because proficiency in using oral language is the most powerful help towards our assimilating the material of both the spoken

<sup>5</sup> Ibid., Bondar, *Preface*.

<sup>6</sup> Ibid., Semeonoff, *Preface*.

<sup>7</sup> H. Sweet, *A Practical Study of Language*, Henry Holt & Co., 1900, 130.

<sup>8</sup> Nicholas N. Sergievsky, Frederick Ungar Publishing Co., 1945.

<sup>9</sup> Packard and Company, Chicago, 1944.



and the written languages."<sup>10</sup> It is hardly possible to learn the variable accent of the Russian idiom without speaking and hearing it. As an accompaniment to grammar lessons we use here at Vanderbilt the conversational series, published by Heath, dealing with general life and its necessities, with railroads, visits to the dentist, to the doctor, etc.<sup>11</sup> In the first lesson we read aloud two pages of new material, about which suitable questions are asked in the second hour. In the third meeting after the ground has already been loosened by two recitations before, the students are required to learn the conversation by heart, by taking various parts. Also the students of Russian are obliged to listen for an hour a week under supervision to linguaphone records which together with a manual are supplied by the University.

The acquisition of a basic vocabulary is much more important for the learning process of the Russian language than grammar. "Economy teaches us to begin with as small a vocabulary as possible."<sup>12</sup> Here again the Heath-Chicago Series is of advantage in obtaining a suitable stock of words. A short résumé of Russian grammar is always added to each volume so that the beginners at "their studies through restriction of verb usage to the present . . . , the limitation and simplification of the vocabulary" are enabled to read such works as Lermontov's *Taman!* There are many other editions of connected readers with annotation and accents, for example Bondar's, with some of Russia's famous authors represented. Harrap's "Bilingual Series" is very useful for conversational purposes in the classroom. The other various Russian readers, however, may hold the students back from learning Russian words fast because they have texts which are too greatly varied, without sufficient grading and repetition.

To be sure, in the West European languages the student is seemingly better equipped for their study, because he knows half of the "roots" common to English and the new tongue. Unfortunately the learner is usually very slow in realizing his advantage. So in taking up Russian he is not much worse off than any other language student. Of prime importance in Russian is to have a solid basic vocabulary; then the student will see that from such "roots" in Russian itself, multitudes of terms can be derived which will facilitate his reading. Particular attention should be paid in Russian to practice of breaking up words into prefixes, suffixes, and stem syllables. A textbook which will shorten the student's work in this respect is *Roots of the Russian Language*,<sup>13</sup> which can be used after the student has had about half a year of Russian.

<sup>10</sup> H. F. Palmer, *The Oral Method of Teaching of Languages*, World Book Co., N. Y., 1922, 15.

<sup>11</sup> Kany & Kaun, *Elementary, Intermediate, Advanced Russian Conversation*, Heath, Chicago, 1945.

<sup>12</sup> *Ibid.*, 111.

<sup>13</sup> George Z. Patrick, Pitman Publishing Co., 1938.

Just as in any other language, the development of the acoustic and oral training should have in Russian the first place. Phonetics cannot be too much emphasized. The student must read aloud in Russian while studying his lesson. In the classroom there should be as much speaking of Russian as possible; through various listening exercises the ear of the student must be trained to understand and distinguish the various sounds. Grammar study should be restricted to a minimum. The vocabulary, which does not have to be large at the beginning, should be learned in connected, coherent Russian reading selections with proper repetition and grading. Later on, the practical vocabulary may be increased by suitable exercises dealing with the recognition of roots. If the above conditions are complied with, it will be found that the Russian language, although not easier to learn than other tongues, is at least not any harder.

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## *Liaison Officer*

THERE were liaison officers in America too. At a number of fields in the AAF Training Command and in the First Air Force several thousand French aviation cadets were earning American pilots' wings in 1943, 1944, and 1945. Others trained as mechanics, gunners, radiomen, navigators, and bombardiers. Many of them finished their training in time to see combat action on the Italian front with a unit of the French Air Force or over France itself and Germany when once the Second Front was opened.

At each field where French detachments were stationed, a French Liaison Officer was assigned. Also, other French-speaking personnel had to be found to be instructors (flying instructors or teachers of Meteorology, Navigation, Instruments, or other Ground School courses). Individual Army installations were forced to collect French-speaking instructors as best they might. There were two sources: (1) individuals who had studied French in high school or college for four years or more, and (2) sons of French immigrants, French-Canadians, or Louisianians of French family.

Of those in the first category, unless the individual had majored in French, he was seldom useful in the Program. One young sergeant who had had several years of high-school and college French, but who was no linguist, managed to master the technical terms in radio code and communications and make himself understood in spite of frequent errors of grammar or pronunciation.

Another instructor, well versed in his specialty but not a linguist, attempted to revive his college French sufficiently to lecture in it. Being in his forties, he made heavy weather of it in spite of much private coaching. When he began to lecture, sentence after sentence failed to make sense. French words, as he pronounced them, awoke no echo in the listening students. The next instructor in that subject was obliged to reteach most of what the class should have mastered before. The French cadets had simply not understood two thirds of what the lecturer had said.

On the other hand a staff sergeant who had majored in French and begun to teach it before being inducted, found it easy to teach Meteorology in French after a little digging for the correct technical terms. His classes mastered the work with no language handicaps and gained a thorough foundation in Meteorology, as the instructor was an excellent teacher as well as linguist.

The second source of supply proved extremely unreliable. French-Canadians were fluent but not always easily understood by the French on account of the differences in pronunciation and the many Americanized words. Certain mispronunciations caused the French—however polite—to smile.

A Link Trainer instructor was explaining to a class certain problems of

beam-following. "Suppose your heading is 110°," he started. But *cent dix* he pronounced *cent "dis"* with the *i* as in *it*. A smile, ill-concealed, came over the faces of the cadets every time he referred to *cent dix*. This particular mispronunciation was irresistibly funny.

Nevertheless, a certain number of French-Canadians were used as dispatchers, control-tower operators, and Link Trainer men.

Occasionally someone of French parentage, who had spoken French at home when a child, was turned up in the search. If his parents had spoken the French of France, and the boy had acquired a good foundation, he was usually extremely useful. If he had not spoken French as an adult, he might find it hard to avoid *tutoying* the French cadets. In the case of enlisted men this did not matter too much as the *sergents*, *caporaux*, and *deuxième classes* generally used the familiar *tu* in addressing each other. With officers, however, it was far from polite and caused them to regard the American as ignorant, at least ignorant of military courtesy. Though a French officer may address his men by the familiar form, it is a grave breach of discipline for a soldier to address an officer thus publicly.

Nearly all Americans who had a part in the French Program enjoyed their work and contacts with the French cadets. Not only is a linguist buoyed up pleasurably when using his second language, but even the least thoughtful among them enjoyed also discovery of differences in ways of thinking and acting between the two nationalities.

On the part of the American authorities there was sometimes lack of appreciation of the special skills needed to operate satisfactorily in a foreign language. "Just because a guy speaks French, you think he ought to rate another stripe," growled one blackbrowed captain to a liaison officer arguing for promotions for a few of his interpreters.

Many of the French officers and cadets understood a fair amount of English, and a number were relatively fluent. But for the ordinary demands of conversation, especially with Americans not linguists, an interpreter was usually needed. Frequently the French Commandant had a fair vocabulary and insisted on standing on his own. He was, let us say, formerly captain of a group in the *2ème Régiment de Chasse* and considers it unworthy of him to call upon an interpreter. He makes a brave attempt, the red shining through his round Gallic face.

The conference with the base commanding officer goes smoothly at first. He keeps close track of changes of subject. Then the deputy commander of the base chimes in, speaking fast and vigorously. He is unaware of language difficulties.

Gradually a look of frustration creeps over our captain's face. A pointed question is put to him. Baffled he looks helplessly at the liaison officer.

"Qu'est-ce qu'il dit?"

"Il vous demande si vous avez reçu autorisation de la Mission de l'Air pour ce changement de plans?"

"Mais, oui, bien entendu! But of course I received such. Tell them so."

From there on it is the liaison officer's task to keep his captain *au courant*.

A liaison officer sees both sides of every situation or he is not a suitable officer for the job. To the food supervisor who demands why the French should eat twice as much bread as G.I.'s and never touch corn, he has to explain that bread is truly the staff of life to Frenchmen and corn a vegetable that they have had no experience with. "If you were in China, you might try bird's-nest soup once, but I'll bet it would take a long time to make you an addict," he jokes. "The French just don't get used to corn. If you'll make it into fritters or corn pudding, it will go better."

To the French officer who complains because water comes out of American faucets with "much volume," *la liaison* explains that Americans like high pressure. "Saves time. You don't take forever to run a tub full."

To a French cadet who says his trousers are too tight, he explains, "American cadets like them skintight. If you can stand up in them but not sit down, they're just right for American cadets. But you're used to floppy trousers. Wastes cloth, you know." This is an argument a Frenchman understands.

In Pre-flight the French cadet was usually a trifle sloppy by American cadet standards. After forty weeks of Pre-flight, Primary, Basic, and Advanced, most French cadets spruced up. When they donned their pilot's, navigator's, or gunner's wings, they largely met American officers' standards of tailoring and appearance.

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"But what does a liaison officer *do*?" demands an acquaintance.

"A liaison officer is a deluxe errand boy. Don't look incredulous! I frequently feel that I'm just a messenger between the Americans and the French."

This is not far-fetched.

One Sunday, for instance, the Traffic Officer calls. He has had word that two hundred pieces of luggage are clogging the baggage room of one railroad. The station master is frantic. It must be removed at once!

"Yes? Well, fifty-four French pilots arrived at ten last night. Their baggage was checked—must have arrived now."

"I don't care whose it is. I've got to get the checks for it and send a truck right off! Will you get the baggage checks for me and have the French furnish a detail of five men to load and unload it?"

That isn't so easy on a Sunday. However, *la liaison* calls the French Officer of the Day.

"Allo! Ici l'Officier de service."

"Bon jour, mon lieutenant. Ici l'Officier de liaison. On va descendre en ville chercher les bagages des pilotes arrivés hier soir. Voulez-vous bien

nous donner leurs bulletins de bagages et nous fournir une corvée de cinq hommes pour charger et décharger ces bagages?"

"Bien entendu! Quand dois-je les avoir prêts?"

"Dans dix minutes. Le camion va arriver devant votre bâtiment à onze heures et demi. D'accord?"

"D'accord, mon lieutenant."

Or the phone rings in the office. A polite Gallic voice inquires whether the French may use Theater #2 at 1400 the following day for an address by the *Commandant d'armes* to the French detachment.

"I will find out if it is free and call you back, *mon capitaine*," one promises in French.

After a quick call to the Special Services Office one is able to assure him that the Post Theater is now reserved for the French at the hour desired. Half of a liaison officer's task is to know whom to call for services and information, whether among the French or among the American personnel on the field.

It is proposed that the French staff one of the mess halls with French cooks and K.P.'s in order to provide their proportionate share of the base "housekeeping" while they are staging—just waiting for transportation to France. The colonel, the French commandant, the liaison officer, and several others sit in on a conference and agree on the main details. Thereafter the liaison officer is the one to "coordinate" the affair. He talks with the French staff to inquire who will supervise the mess. He gives this information to the Food Service Supervisor. He also states how many French *soldats*, *caporaux*, and *sergents* will eat in the mess, as of current strength. He tells the French how an American mess hall is run and how they will draw rations.

When the French need an interpreter, he supplies one. Telephone shyness gives rise to frequent summoning of the liaison officer or his assistants. "*Mon lieutenant!*" frantically, "eet ees someone who speaks American!"

At this imperative cry for help one leaps to the *appareil*. Only one who has tried to understand a message in a foreign tongue over the telephone can understand why certain French *sergents de semaine* on duty after hours could let a phone ring without touching it. "But, *m'sieu*, the Americans talk too fast! *Je ne saisis rien*."

It is the sincerest flattery when a Frenchman phoning, on hearing the familiar voice of *la liaison*, switches at once to French, plunging ahead with his tale without thought of any language barrier.

On state occasions, the liaison officer is official interpreter. Word comes of an official inspector arriving from the *Mission de l'Air*. The Colonel, his Deputy C.O., two others of his staff, and the liaison officer ride out on the ramp to where a C-54 is taxiing up. The group comes to attention as a French lieutenant colonel steps out.



Introductions follow. Salutes are exchanged. The *Commandant d'armes* has a hurried word with the Inspector.

Below his breath the liaison officer informs the Colonel: "It's solely an administrative inspection of their books. No interest in our planes or the training."

The amenities over, each group enters waiting staff cars. The drivers let out the clutch. The visiting lieutenant colonel is whirled away to the B.O.Q.; the others return to Headquarters.

Greeting a visiting general, tracing a lost *cantine* for a French corporal, furnishing the Statistical Control Officer the latest totals for French Detachment strength, running a troop train, telling an American girl friend how to "contact" her French boy friend, soothing the ruffled feelings of an American not decorated by the French or a French major unable to see the Colonel of the field, trying to keep both sides in good humor and get the work "coordinated"—any job and every job is grist in the liaison officer's day.

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## *Lily Marlene—A Study of A Modern Song*

WARS in general do not favor the production of literary and artistic masterworks. Therefore we need not be surprised that out of the last two wars no great soldiers' songs have come that could lay a claim to eternity. It has been stated that the only great song to survive the first World War was the German-Austrian text "Drüben am Waldesrand hocken zwei Dohlen, Sterb' ich am Donaustrand, end' ich in Polen?" For the second World War it has been claimed that one of the best productions has been the wide-spread song "Lily Marlene." Though no great literary masterpiece it deserves some consideration because of its touching sentiment and the interesting history it has had in the course of its pre-war and war existence.

In the interim between the two wars the painter-poet Hans Leip of Hamburg enjoyed a good reputation as the writer of sea stories and of some lyric poetry. But when he, in 1923, wrote the words to "Lily Marlene," he did not dream of the future fate of the child of his Muse. Norbert Schultze, in 1938, added the enchanting melody, and the song attained a reasonable popularity. It reached an even greater audience when a sound record of it by the Swedish star Lala Andersen became commercially available.

Then came 1939 and 1940, the blitzkrieg, and the German invasions of Poland, Belgium, France, Holland, Denmark and Norway. During their penetration of the Balkans the Germans opened a new radio station in Belgrade, erstwhile capital of Yugoslavia. It is said that the radio engineers who were to launch the new "Deutschlandsender" found themselves with only three records, one of them "Lily Marlene" sung by Lala Andersen. After a short deliberation it was decided to choose it as a theme song, and so the lilting strains of that song went out over the ether waves night after night.

At that time many German soldiers were fighting and thirsting on the hot sands of northern Africa and longing for their wives and sweethearts in the far North. No wonder that the enchanting tune and the sentimental words struck a responsive chord in their hearts. On their side, their Italian comrades-in-arms were fighting a lost battle. They in turn composed their own words and with the sentimentality and gusto inherent in their national character even improved on the original German version.

In Europe in the meantime, Paris was turned into a German Mecca where the cobblestones of Montmartre echoed with the goosestep of the German soldiery and where the nightclubs of the French capital were

teeming with German officers. In a short time a French version of "Lily Marlene" made its appearance, equally delighting the conquerors and the spry French populace.

The rest is quickly told. The British, during the long months of their African campaign, became acquainted with the plaintive melody over their own radios and the German loudspeakers. They obtained the words from German prisoners of war and wrote their own text.

At home in London, a British film company, Crown Unit, capitalized on the popularity of the song and its interesting history and produced a well-received film called "The True Story of the Song 'Lily Marlene'."

Needless to say the waves of the song's popularity made themselves felt also on this side of the Atlantic. An interesting account of the song appeared in the June 4th, 1944 issue of *Life*, and there were several Jazz versions of the song.

In Germany in the meantime, even Mrs. Goering, a former singer-actress, treated large audiences in the Kroll Opera House in Berlin to the song. Lala Andersen, the original godmother of the song, fell into disgrace with the Nazi authorities and is said to have landed temporarily in a concentration camp. The composer of the song, Norbert Schultze, was captured by Allied troops in Italy, in the spring of 1945.

Parody, too, took hold of the song. While in Germany, the author of this article obtained the text of one of those versions.

To elucidate the interesting story of "Lily Marlene" there follows the original German version with the current texts in Italian, French and English, together with the words of one German parody.

#### *German Version*

1. Vor der Kaserne, vor dem großen Tor  
stand 'ne Laterne; und steht sie noch davor,  
so woll'n wir da uns wiedersehn,  
bei der Laterne woll'n wir stehn  
/: wie einst, Lili Marleen. :/
2. Unsre beiden Schatten sah'n wie einer aus;  
daß wir so lieb uns hatten, das sah man gleich daraus.  
Und alle Leute soll'n es sehn,  
wenn wir bei der Laterne stehn,  
/: wie einst, Lili Marleen. :/
3. Schon rief der Posten "sie blasen Zapfenstreich,  
es kann drei Tage kosten;" "Kam'rad, ich komme gleich."  
Da sagten wir "Auf Wiedersehn,"  
wie gerne wollt' ich mit dir gehn,  
/: wie einst, Lili Marleen. :/

4. Deine Schritte kennt sie, deinen zieren Gang,  
alle Abend brennt sie, doch mich vergaß sie lang.  
Und sollte mir ein Leid geschehn,  
wer wird bei der Laterne stehn,  
/: mit dir, Lili Marleen? :/
5. Aus dem stillen Raume, aus dem Erdengrund,  
hebt mich wie im Traume dein verliebter Mund.  
Wenn sich die späten Nebel drehn,  
werd ich bei der Laterne stehn  
wie einst, Lili Marleen. :/

*Italian Version*

1. Tutte le sere sotto quel fanal  
presso la caserma ti stavo ad aspettar;  
anche stasera aspetteró  
e tutto il mondo scorderó  
/: con te, Lily Marlene. :/
2. Oh, trombettiere, stasera non suonare,  
una volta ancora la voglio salutar.  
Addio, piccina, dolce amor,  
ti porteró sempre in cuor  
/: con me, Lily Marlene. :/
3. Dammi una rosa da tener sul cuor,  
legala col filo degli tuoi capelli d'or.  
Forse domani piangerai,  
ma dopo tu sorriderai  
/: a chi, Lily Marlene. :/
4. Quando nel fango debbo camminar  
sotto il mio fardello mi sento vacillar.  
Che cosa mai sará di me,  
ma poi sorrido e penso a te,  
/: a te, Lily Marlene. :/
5. Se chiudo gli occhi il viso tuo mi appar  
come quella sera al cerchio del fanal.  
Tutte le notti sogno allor  
di ritornar, di riposar  
/: con te, Lily Marlene. :/

*French Version*

- |   |   |
|---|---|
| <p>1. Devant la caserne<br/>quand le jour s'enfuit,<br/>la vieille lanterne<br/>soudain s'allume et luit.<br/>C'est dans ce coin-là que le soir<br/>on s'attendait remplis d'espoir<br/>/: Tous deux, Lily Marlène. :/</p> <p>2. Et dans la nuit sombre<br/>nos corps enlacés<br/>ne faisaient qu'une ombre<br/>lorsque je t'embrassais.<br/>Nous échangeons ingénument,<br/>joue contre joue, bien des serments<br/>/: Tous deux, Lily Marlène. :/</p> | <p>3. Le temps passe vite<br/>lorsque l'on est deux!<br/>Hélas! on se quitte;<br/>voici le couvre-feu.<br/>Te souviens-tu de nos regrets<br/>lorsqu'il fallait nous séparer?<br/>/: Dis-moi Lily Marlène? :/</p> <p>4. La vieille lanterne<br/>s'allume toujours<br/>devant la caserne<br/>lorsque finit le jour,<br/>mais tout me paraît étranger.<br/>Aurais-je donc beaucoup changé,<br/>/: Dis-moi, Lily Marlène? :/</p> <p>5. Cette tendre histoire<br/>de nos chers vingt ans<br/>chante en ma mémoire<br/>malgré les jours, les ans.<br/>Il me semble entendre ton pas<br/>et je te serre entre mes bras<br/>/: Lily, Lily Marlène. :/</p> |
|---|---|

*English Version*

1. In the dark of evening where you stand and wait  
hangs a lantern gleaming by the barrack gate.  
We'll meet again by lantern shine  
as we did once upon a time,  
/: we two, Lily Marlene. :/
2. Our shadows once stood facing, a tall one and a small.  
They mingled in embracing upon the lighted wall,  
and passers-by could see and tell  
who kissed my shadow there so well,  
/: My Girl, Lily Marlene. :/
3. Then came the trumpet blowing retreat to you and me.  
My love, I must be going or else three days C.B.\*  
And so I whispered "Cheerio!" Oh, darling, how I hate to go,  
/: My sweet Lily Marlene. :/
4. The golden lantern burning knows you well and true,  
your walk so soft and yearning, the bright desire of you.  
But ah! should you lose your soldier dear,  
who then will stand and kiss you here,  
/: Who then, Lily Marlene? :/

\* C.B. stands for "Confined to Barracks."

5. Your dreaming lips caressing like sunshine in the south,  
 a hot red rose confessing its secrets to my mouth.  
 Oh, when the mists of evening rise,  
 I love the light in your dear eyes,  
 /: My own Lily Marlene. :/

*German Parody*

- |   |  |
|---|--|
| <p>1. Heil, sprach der Führer<br/>         und erklärte Krieg,<br/>         Heil, sprach der Führer,<br/>         bald winkt uns der Sieg.<br/>         Und den Soldaten war nicht bang,<br/>         so hell und froh klang ihr Gesang,<br/>         bald gibt's ein Wiedersehn<br/>         /: mit dir, Lili Marleen. :/</p>                | <p>4. Laut klang die Trommel<br/>         fern in Afrika,<br/>         sprach da unser Rommel<br/>         "Unser Sieg ist nah!"<br/>         Doch statt daß in Kairo einzieht er,<br/>         verliert er Tunis und noch mehr.<br/>         Dann wars um Rom geschehn,<br/>         /: so geht's, Lili Marleen. :/</p> |
| <p>2. Erst kam der Blitzkrieg,<br/>         da ging alles gut,<br/>         dann folgt' der Sitzkrieg,<br/>         die Generäle war'n noch voller Mut,<br/>         man hat sich's einfach vorgestellt,<br/>         man schlägt im Nu di ganze Welt,<br/>         und kann bald heimwärts gehn<br/>         /: Zu Dir, Lili Marleen. :/</p> | <p>5. "Auf nach dem Osten!"<br/>         Das war Goebbels Wort,<br/>         Öl und Getreide<br/>         warten auf uns dort.<br/>         Doch fing der wunderschöne Plan<br/>         bei Stalingrad zu wackeln an.<br/>         Man wollt sich's kaum gestehn,<br/>         /: bleib treu, Lili Marleen. :/</p>      |
| <p>3. Doch eines Tages<br/>         drehte sich das Blatt,<br/>         die Welterob'ung<br/>         ging doch nicht so glatt.<br/>         Wir fuhren gegen Engelland,<br/>         doch schon in Frankreichs Küstensand<br/>         da blieb' der Feldzug stehn,<br/>         /: drum wart', Lili Marleen. :/</p>                         | <p>6. "Feindliche Flieger<br/>         kommen nie ins Land,"<br/>         sprach Hermann Goering,<br/>         das ist wohlbekannt.<br/>         Doch heute findet er kaum Rast,<br/>         denn jetzt muß er alltäglich fast<br/>         zum Luftschutzkeller gehn,<br/>         /: wie Du, Lili Marleen. :/</p>     |
| <p>7. Alles war nur Lüge,<br/>         was man uns versprach,<br/>         man lernt die Wahrheit<br/>         endlich nach und nach.<br/>         Erst wenn die Nazis man verbannt,<br/>         wenn wieder Frieden ist im Land,<br/>         kann ich dich wiedersehn<br/>         /: wie einst, Lili Marleen. :/</p>                      |  |

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## *Comments on H. R. Huse's Reading and Speaking Foreign Languages*<sup>1</sup>

*READING and Speaking Foreign Languages* laments the mortal illness of an old friend, who is actually enjoying the best health he has had in years. The friend is the teaching of foreign languages. The nearest thing to a basic premise in the book is the author's violent conviction that the teaching of foreign languages has long been and is yet in miserable condition and that the only hope of retaining required courses in foreign languages is to improve the teaching of them. He would have us make that improvement by aiming solely and steadfastly at teaching students to read in all required courses.

The above paragraph might tempt the average teacher of foreign languages to dismiss Mr. Huse's book as of little consequence in these days. That would be a mistake. *Reading and Speaking Foreign Languages* is no short article projecting a passing dissatisfaction but a full-length volume representing lengthy reflection and a great deal of work. It plumps with highly conscious provocativeness for the adoption of a reading method at the very time when oral aims and methods are most widely advocated, and it must be assumed to embody the considered opinions of a respected member of our profession. It therefore deserves not the customary brief, non-committal report but a detailed analysis. I shall offer some general comments on the book as a whole, then discuss the development of its thought.

It seems strange to begin with that we should be invited to mourn the moribund state of foreign language study now at precisely the time when most of us would agree its condition is improving. The explanation may be contained in Mr. Huse's statement: "The first draft of this book was written some time ago and a few of the notes I had taken have been lost."<sup>2</sup> One rather imagines the book was elaborated perhaps between 1935 and 1938, in any case hardly after the beginning of the war. Though it was published in 1945 and Mr. Huse refers with great irony to the ASTP experience (but only, it should be noted, in the Preface<sup>3</sup>), the book does not seem to take into full account in its conception and organization the intensive courses of the A.C.L.S., of the Rockefeller Foundation and of the Army and Navy. But we may be sure that full treatment of those courses would not have changed the author's position, for it seems quite likely that the publication of the book at this time was motivated to a considerable extent by Mr.

<sup>1</sup> The University of North Carolina Press, Chapel Hill, 1945, v-vi, 3-117; with Notes arranged by chapters, 121-123, Selected Bibliography, 124-125, and Index, 126-128.

<sup>2</sup> P. vi.

<sup>3</sup> P. v.

Huse's strong objections to their extension of oral methods. That seems a plausible explanation of the careless haste evident in the book's rather rumpled organization, in its irrelevancies and in its style, a style more calculated to startle the bourgeois among us than to convey a sequence of thought.

*Reading and Speaking Foreign Languages* is presented in four parts: "A Criticism of Foreign Language Instruction," "A Defense of Foreign Language Study," "Methods, Word Counts, Textbooks" and "Suggestions for a Scientific Method of Language Teaching." These titles in themselves appear to indicate a logical consideration of the problem of teaching foreign languages. That appearance is deceptive, however, for one can hardly say the contents of the parts fulfill satisfactorily what is promised by their headings.

The first two chapters of the three in Part I seem quite irrelevant. Chapter I is entitled "The Talent for Speaking" and Chapter II "The Effects of Bilingualism." The substance of the first may be reduced to the following statement: The speaker of any language is likely to acquire and use only those words and phrases which convey the extent and depth of his experience and perceptions. Thus a child does not need as many units of expression as an adult, nor a stupid adult as many as an intelligent one. Surely we all agree, as we must also agree, our minds full of sad memories, with the author's plaint that a plethora of speech is too often in direct and painful ratio with a dearth of gray matter. We find it easy to agree with nearly everything in the chapter, except when Mr. Huse ventures sweeping and highly debatable socio-psycho-anthropological generalizations on meager evidence<sup>4</sup> and when he resorts to such psychologically erroneous figures of speech as the following: "It [the difference between an active and a passive knowledge of a foreign language] is the difference between recognizing the act of swimming, and swimming . . ."<sup>5</sup> It seems as certain as it is unfortunate that if anyone not a teacher of languages happens to read this book, he will lay it down with the feeling, which he will probably welcome, that after all, in the opinion of Mr. Huse, himself a teacher of languages and therefore to be heard with respect, a mature intellect should hardly stoop to busy itself with the tedious process of learning a foreign language. We may be sure the author had no intention of arousing that feeling when he wrote the book, but it will remain in the minds of some readers. In a stylistic sense their interpretation will be justified, for Mr. Huse's rhetoric is far too flamboyant for its content.

As I said above, however, we can agree with the general propositions of the first chapter, though we soon begin to wonder just what bearing they have on the teaching of foreign languages in our secondary schools and uni-

<sup>4</sup> P. 5.

<sup>5</sup> P. 10.

versities. The author supplies the key to the puzzle when he writes: "In the *merely practical, narrow sense (with which this book deals largely)* [italics mine], linguistic ability is a function of immaturity. This is almost the dominant fact in the whole situation; it must be kept in mind constantly."<sup>6</sup> It seems ironic that Mr. Huse should have added the second sentence. Not one teacher of foreign languages in a thousand would attempt to justify his subject in high school or college in a "merely practical, narrow sense" nor can it truthfully be said that the methods used today in high school and college, however much they tend to stress an oral approach, try to impart only linguistic ability "in the merely practical, narrow sense." Considerations of linguistic ability as a mathematical function of immaturity then, though they may be interesting, seem to have little place in a discussion of how to save the study of foreign languages.

The second chapter is, if anything, more subject to the charge of irrelevancy than the first. Its twelve pages are an account of the sinister effects of great facility in more than one language, however acquired—a notion, by the way, which is not to be swallowed without a dash of salt. For our purposes it is sufficient to comment on only one quotation:

If it is true, as many have maintained, that active bi- or multi-lingualism is a burden to the mind rather than a help, only urgent practical needs could justify *required* courses directed seriously toward this end. Fortunately, in the United States, the degree of bilingualism acquired in school by any method is so slight that no occasion for alarm exists. . . . The serious complaint is rather against the waste and relative futility of many of such efforts.<sup>7</sup>

The second sentence brings the reader considerable relief, for it is as if our author suddenly recognized as a windmill what he was tilting at. With the last sentence we fall to wondering. For, we ask ourselves, can it indeed be true that in any required course in this country any teacher aims at anything remotely resembling bilingualism? It seems clear that the second chapter contributes nothing to a discussion of teaching methods or the place of foreign languages in our school system.

The aim of the third chapter, "The Present Disorder," is to convince the reader that all required courses in foreign languages should aim frankly, efficiently and solely at a reading knowledge. The argument runs something like this: the process of gaining a reading knowledge develops the mind, the process of gaining a speaking knowledge does not; it is not true that exercise in speaking contributes significantly to acquiring a reading knowledge or that practice in speaking kindles and holds interest; the practical advantages of a speaking knowledge are almost nil; the aim is nearly always a reading knowledge anyway, but some teachers feel they must pretend to impart a speaking knowledge; if the student has a reading knowledge, a

<sup>6</sup> P. 6.

<sup>7</sup> P. 25.

speaking knowledge will come relatively fast later if he should ever need it. There is much more in the chapter but nothing that touches on this question.

It seems clear that the argument consists only of a series of assertions, each of which is either quite unproven and very dubious or lends no support to the author's thesis. By way of general criticism we should object that Mr. Huse seems to oppose two fictional quantities: an acute reading knowledge held by a person who is unable to stutter his way through a single understandable idea in the language and a correct fluency acquired in academic study alone. This neglects the obvious truth that the student who has a reading knowledge, given enough time, can ordinarily produce a series of sounds, however execrable, which will be understandable in the context of conversation or situation, while no teacher in high school or college purports seriously to develop fluency in two or three years of normal instruction. It is very misleading to make such rhetorical use of false abstractions; in this case the device tempts the reader to consider reading and speaking as if they were not mere aspects of the same entity, which remains true even though we agree with Mr. Huse when he says, "The relative difficulty of the two attainments is, perhaps, as fifteen or twenty to one."<sup>8</sup>

Another trap into which, as it seems, the author has fallen is the criterion of practicality in education. We are asked to pity the student who wants only "to learn to interpret the written language" but, because his French teacher persists in trying to teach him to speak, spends many hours

"learning genders and the placing of conjunctive pronouns in order. The loss is greater even than the time wasted, since the student is disoriented and discouraged. Consider what this loss means in the life of a student taking required courses in foreign languages year after year. Then multiply this one individual's loss by two or three or four hundred thousand, and you will have some idea of what is involved."<sup>9</sup>

What is involved, of course, is first the fallacy of immediacy of use as a touchstone of education, second the fallacy of arithmetical mass gain by individual correction. The multiplication contemplated in the last sentence of the quotation would, one presumes, produce a certain number of useless-grammar-boning-student-hours per language per year. That is an interesting unit, but what to do with it seems very debatable.

Among several points Mr. Huse never considers is this: a student whose required work in a foreign language is spent entirely in reading and translating will, unless he continues to use the language, lose quickly whatever skill he had. A student who spends the same time with the language but practices speaking as well as reading will retain his knowledge much better. Furthermore, it should be mentioned that up to a certain point and within

<sup>8</sup> P. 27.

<sup>9</sup> P. 39.

certain limits the processes of learning to read a language and to speak it may be *in the classroom* much the same. I mean that the rules of grammar which our author considers wasteful of the student's time may be broken right and left in conversation without making speech unintelligible. Whether that should be permitted or not is another question, though it is very likely most of us err rather by insisting on correctness than by relaxing our standards to mere comprehensibility.

Most of us, I feel sure, would take violent exception to this statement in the book: "While the interest that an active use of the foreign language causes is real, especially at first, it is an interest that, for unselected groups, soon fades."<sup>10</sup> We would not deny that such may be the case. But we would certainly insist that an intelligent effort to teach students to speak the language is at every stage in the first two or three years appreciably more interesting to the students than a course in reading alone. I also believe most of us would ascribe to student interest considerably more importance as a legitimate desideratum than our author seems to give it.

Probably the best part of the book under discussion is "Part II. A Defense of Foreign Language Study." Mr. Huse has some good sentences on the value of a foreign language as a means of escape from the "verbal subjectivism" imposed by the knowledge of one's mother tongue only, on the importance of having a standard in the form of a foreign literature by which to gain a better understanding of English literature and on literature as the sum of a people's experience and opinions. I myself wished as I read Part II that Mr. Huse had expanded his justification of the place of foreign languages in the college and high school curriculum. In doing so he would not have pleased the social scientists, but he would have produced a cogent essay on the role of language and literature in the development of what we call, or ought to call, the well-educated man.

"Part III. Methods, Word Counts, Textbooks" consists of three chapters. The first, "The Battle of the Methods," inveighs against the tendency into which perhaps all of us have sometimes fallen to elevate a specific complex of teaching procedures into a Method in the abstract or on the other hand to pump into the vague abstraction of a method a group of techniques which represent only a fraction of those the method might contain. We may say indeed that the author himself is overcome by the temptation to follow that tendency as when he censures sharply "the grammar method." But then he writes: "Grammar rules in this sense [quite the ordinary sense] are a classification of cases, useful as a mnemonic aid when widely inclusive, but of value only for the economy of effort they may insure."<sup>11</sup> The author seems here to be demolishing a straw man, for surely there are not really so many foreign language teachers today with the

<sup>10</sup> P. 28.

<sup>11</sup> P. 73.



naïveté, not to say linguistic ignorance, to follow what he seems to set up as "the grammar method." But it would be very wrong to imply that there is not a great deal of solid sense in this chapter as elsewhere through the book. Mr. Huse's section on the value of translation, both in learning a language and in acquainting a mind with strict intellectual discipline, is a piece of straight and forceful thinking. We may grant that and yet be far from assigning to translation the major role in teaching foreign languages.

In the next division, Chapter VI, "Word Counts and Units of Expression," Mr. Huse comes back to a subject he introduced in the preceding chapter, i.e. the "unit" of language and its importance in teaching a foreign language. My main impression on reading the pages on the "unit" was that the author ascribes enormously more importance to it *in teaching languages* than it deserves. Thus he writes:

"If the exact links [i.e., "units" of language] were known, their frequencies established, then the order of learning would be definitely determined, and by experimentation the best means could be found for memorizing the list. Textbooks would no more differ in the order of presenting material than arithmetics, which must begin with the digits. Language learning would be reduced largely to memorizing the units of expression."<sup>12</sup>

It seems so clear that finding a definition of the "unit" of language would have little to do with facilitating the process of learning a language that the author himself appears to vacillate on what importance the notion should be given. He writes: "... if it [i.e. the question of the "absolute unit within a given language or in relation to all other languages"—*sic*] is ever solved, there is no assurance that the knowledge would prove useful in learning a given foreign tongue."<sup>13</sup> Then he veers at once:

"But before a foreign language can be presented efficiently, the unit, at least in relation to the other tongue, must be known. . . . If units relative to the language to be taught could be established, and if they formed the items of frequency counts, the basic problem of what to teach would be solved."<sup>14</sup>

The truth seems to be rather that the basic problem would be at best re-phrased and that textbooks modeled on the author's propositions would vary strikingly little from those already current. We become more convinced of that when we see the application of the author's conception of the "unit" to a passage of prose, pages 90-91. It would not be difficult to divide the passage into different units of apparently equal validity nor does the author's frequency list of the passage as derived by his conception of the unit seem to offer any new information. Our surprise at this apparently quite unwarranted to-do over the "unit" is increased when our author at

<sup>12</sup> P. 89.

<sup>13</sup> P. 89.

<sup>14</sup> P. 89.



the end of the chapter restates the truism that syntactic phrases should be taught in generalized form, "e.g., *faire faire quelque chose* to 'have' something 'made' ('done'), not, *Jean s'est fait faire un complet*, except as an illustration under the generalized form."<sup>15</sup>

The seventh chapter and the third in Part III, "Textbooks in Foreign Languages," probably attaches more sanctity to the textbook than most in the profession would accord it. Rather few of us, I believe, would agree with the statement, "In language study the textbook is, or should be everything."<sup>16</sup> Nor, even if the reading aim should be clearly accepted, would the problem of making the "best" textbook be as simple, as cut and dried a job as one might be led to believe by Mr. Huse's remarks. His general meaning, however, is clear and, if you grant the premise that the reading aim should be adopted as the sole aim of required courses, it is on the whole logical.

Two points made by the author in Chapter VIII are worth emphasizing: the need for experimentation, as rigorously controlled as possible, in different ways of presenting approximately the same materials; and the need for experimentation and innovation in the physical features of textbooks—typography, various schemes of grouping words or phrases, the use of association and suggestion, and so forth. It seems quite true that, though such matters have too often been considered trivial, they are extremely important in elementary textbooks. I must add, though, that I should hate to see experimentation in methods of teaching foreign languages taken over by Schools of Education as Mr. Huse favors. It seems to me we are more likely to get data of better than superficial significance, and in particular to have intelligent interpretations of them, if university departments of foreign languages give serious attention to those problems. And surely it is worthwhile to seize every opportunity to improve our undergraduate teaching. There is solid reason to believe that the tendency is on the wane for most of our college and university departments of foreign languages to give as little attention as possible to their elementary courses as if those courses were not the main reason for their existence.

Part IV of the book consists of Chapter VIII, "A Plan for Teaching How to Read." It is based on the assumption that the student is to acquire the bare minimum of new clues necessary to puzzle out the meaning of a passage in a foreign language. The author is interested mainly in showing how very little a reasonably acute American needs to learn in order to deduce the sense of a series of sentences in such a language as French. Anyone who has had the task of examining graduate students who want only to satisfy in the shortest possible time the reading requirements in foreign languages knows only too well that an intelligent, industrious student can pass such an examination after a scant few weeks of preparation. But it is also true that

<sup>15</sup> P. 94.

<sup>16</sup> P. 95.

such minimal learning is a fragile thing with the life span approximately of a butterfly unless it is constantly used and thereby extended. And it is rarely so used and extended exactly because it is minimal, i.e. because even reading the foreign language in such a case remains a rather difficult feat and because the student, knowing his lack of proficiency and feeling insecure, will go to any length to avoid using the language.

One must agree with the author that, if speaking and writing are discarded entirely and reading is made the only aim, "a vast number of difficulties that delay progress in that single aim disappear."<sup>17</sup> But it should be clearly understood that "progress" will thus be hastened not so much because of *clarification* of the aim as because of its *lowering*. And that is still true if we judge only in terms of proficiency in reading without regard to speaking or writing.

Every teacher of foreign languages should read with the greatest care *Reading and Speaking Foreign Languages* and try to find honest answers to the arguments it presents. It is courageous—or rash depending on one's point of view—because it comes out flatly for the adoption of the reading aim as the sole aim in all required courses precisely at the time when professional opinion is far from that position. It seems to add nothing to earlier arguments on *why* we should adopt the reading aim, but it clarifies one's thinking on *how* its adoption would simplify methods. Its chief faults are the irrelevancy of extensive parts, the lack of method in this book which concerns itself with methods, its opposition to one another of pseudo-abstractions which are made extreme in order to bolster the argument, its curious air of having been whipped together hastily of somewhat out of date ingredients and the lack of analytical attention to the full effects of an oral approach to a foreign language. In particular not enough is made of the evanescence of *passive* knowledge and of the necessity of *active* practice in order to consolidate and retain even a passive knowledge. I personally hope that someone will now attempt a volume not for the sake of attacking Mr. Huse's book, which will of course reach its proper level on its own merits, but rather in order to analyze carefully the implications of methods which give varying degrees of emphasis to the speaking aim.

*Reading and Speaking Foreign Languages* should be a substantial item in the professional diet of all those who teach languages. Like most items in our diet it should be liberally sprinkled with salt.

D. LEE HAMILTON

University of Texas

<sup>17</sup> P. 116.

## *The ASTP and Its Lessons—Some Merits and Errors*

THE effect of the Army Specialized Training Program upon language instruction, though wholesome, has not been as revolutionizing as pictured in the press. It has, to be sure, lent weight to pleas of long standing made to college executives so to increase language appropriations that badly needed teacher personnel could be secured. And, just as important, it has injected new courage into our language fraternity and led it to rid itself of much of the *laissez-faire* and appeasement complex for which language men were not directly responsible; for the seeming inertia in language departments was largely due to circumstances beyond our control. By the same token the Army did not awaken to the fundamental value of the languages until they faced the invasion of Europe—a need to which our profession previously had urgently called attention. The per capita expenditure upon the modern language student in our colleges fell far short of that placed at the disposal, say, of the “sciences.” Hence (1) inexcusably large sections, sometimes 30 or more, at critical levels; hence (2) discouraged teachers who taught with deplorably poor results; hence (3) dissatisfaction on all sides (including the public and our colleagues of other departments) and suggestions that the “language” requirement be eliminated; and hence (4) the fatal appeasement philosophy of many of us—“We’ll make our language courses inviting (easy), pleasant (monotonous translation into English only) and so postpone the fatal day of liquidation.”

That the Army’s need for language trained personnel came in the nick of time (true also of Physics and Mathematics) is conceded, but that language faculties had been somnolent or indifferent must be refuted. That on their battle front they were in retreat, denied supplies (money) and officer personnel (teachers) and with the morale of their troops (students) low, must be admitted. However, their plight was not caused by somnolence, indifference nor incompetence. This was clearly proven when the need for offensive action came suddenly our way and the eyes of the nation were directed upon us. The commanding generals of our institutions of learning furnished us long-denied ammunition (money) and largely-increased officer personnel (teachers), and our troops were student trainees with good morale. The language line, of course, held with credit to practically all concerned. It held moreover in spite of, *not* on account of, the strategic plans from Washington. Had our own experienced officers (the faculties of language of many colleges) been properly consulted, the success of the troops entrusted to our care would have been much greater. Had a larger number of our old *front-line professors*, not rear-line strategists, planned the language cam-

paign, they would never have divided their forces in attacking the "Area" positions and "Language" positions simultaneously, certainly for the first two terms, and then in the foreign language only. They would have broken neither the morale nor strength of their troops by strategically planning actual *infiltration by the enemy*. Yet this unheard-of military manoeuvre was deliberately planned. We were directed by our Washington "G.H.Q." to order our troops (some veteran but mostly green) to face different forces alternatively throughout each day, against each of which different tactics and different *matériel* were to be employed. For one hour they had to face the main body of the enemy (French, German, Italian, or what not), and then "according to plan" for an hour or so their fire had to cease against the frontal enemy and be directed against a fresh foe (Area subjects in English), permitted by high command to infiltrate into their ranks every hour or so through day and evening hours. That they held as well as they did, even though the success of the campaign was not what it should have been, was due to faithful dedication of selves on the part of the large majority of the trainees and their instructors. I have yet to meet here or elsewhere an instructor or a trainee who does not think that the sandwiching of Area instruction (and study) in English between hours devoted to the foreign tongue was an inexcusable strategic blunder. The Area subjects should have been studied before or after the language program. If the need was urgent, the intensive language course could have been shortened to seven months, plus two subsequent months of Area Studies. The better plan would have been to extend it to 11-12 months (as in Meteorology). That this could have been done seems evident from the great number of graduates who three months after the termination of the course were still marking time in this country in all kinds of Army employment other than linguistic.

That proper progress in a foreign tongue cannot be made if this study is constantly interrupted by the alternate reading, writing and speaking of one's own tongue is one lesson which I hope "G.H.Q." may take to heart from this initial experience. It is to be hoped, furthermore, that exclusive reliance upon the spoken word and memorized phrases, according to hard and fast directives, will be recognized as not being entirely wise especially when it is a question of a language with complicated syntax. An example may illustrate the point.

A part of our German contingent at Carleton arrived two weeks before the set date. It was a serious question how to keep them busy. As this particular group had already had some German, we set up for them sections of our "Prose Laboratory" (see *Modern Language Journal* May, 1935), assigning two periods a day to each man. At the end of the two weeks they expressed themselves as greatly benefited by this, to them, unique method of improving their ability to write German, an important adjunct to the speaking of the language. The point I would make is that six months later,

after they had completed two terms of the ASTP method, this same group of some 30 men requested that the laboratory be reopened to them for two periods a week as they considered it an invaluable help in learning to *speak* the language. This will surprise no linguist of experience. I might add that I have just read reports from three instructors whom we had called for the ASTP, each of whom goes out of his way to pass favorable judgment upon the method. It would seem, therefore, that Washington might still have something to learn over and beyond complete reliance upon conversation alone, at least so far as a language with an intricate syntax is concerned.

For the benefit of those not familiar with the Carleton laboratory method it may here be recapitulated, and the reader should be reminded that this is the tenth year of its continued popularity and success with many hundred students. 1. *High tables* at which all stand. 2. One assistant (or advanced student) to *every four students*. 3. Each "problem" consists of a sentence of *two or more clauses*. 4. *No commas* are placed in the English original. 5. Each sentence must be corrected *before next card is drawn*. 6. *Dictionaries* are provided for all. 7. Each man for himself. *No talking* except with assistants. 8. *Individual work* makes *classification* by ability and knowledge *unnecessary*. 9. Each student sets his own pace, hence *no nervous haste*. 10. No credit allowed, hence *desire to learn sole motive*.

One immediate benefit did accrue to our department due to the termination of the ASTP. It fell at mid-semester. The contracts of German instructors terminating at that time were extended until the end of the semester in order to permit the experiment of breaking up our large civilian sections into groups of 10 or less. In addition each student of the first three years of German was permitted to elect two extra hours per week of conversational German without additional fee. 77 students embraced the opportunity. The verdict of both students and faculty as to small classes and extra hours was so favorable that the administration consented to an increase of our staff for the next year to permit small sections and six hours per week for freshmen and five hours for second and third year classes. The "Prose Laboratory" can be elected in addition. We are fortunate in being able to increase our present staff by additional highly capable, enthusiastic teachers with whose assistance we hope this experiment in more vital and realistic language instruction may prove a success.

The Army deserves credit for finally recognizing the urgent need for a linguistically trained personnel. But it must be remembered that it was not the Army but a world shrinking through new means of communication and the greatly altered position of our country as a *world power* that called for the widened professional services of our fraternity. It was historic realities and not the whim nor decision of an individual or a commission that restored departments of modern foreign languages to their rightful position as important wheels in the machine of education. How far we are going to

exploit the tactical advantage of the new respect the languages enjoy at the hands of the public depends upon our own energy, resourcefulness and, above all, common-sense. We must neither rest on our oars nor overshoot the mark.

To remain solely either departments of "literature and philology" or to become glorified Berlitz Schools would be equally disastrous. It is hoped that our departments of German, with their newly increased budgets, will strike a happy mean and proclaim *and demonstrate* to the public that they will not consider their work well done until the products of our college courses can give a good account of themselves in the triune realm of reading, writing, and of understanding and (in a fair measure) of speaking the language. If we drop back into the old rut of "taking the easy way" and of abandoning the speaking and writing of German in the higher (?) "literary" courses with the result that the senior writes and speaks the language less well than he did as a sophomore, we shall only too soon be back upon thin ice in the respect of the public; and, if we break through, we shall not be able to count upon many mourners at the funeral.

LINDSEY BLAYNEY

*Marine on St. Croix, Minn.*



## *Rudolph Schevill*

**I**T WILL not be my purpose in this short essay to retell once again the scholarly accomplishments of our old friend and teacher. The evidence of that accomplishment lies all about us, and men more competent to judge of its worth have spoken clearly enough to make unnecessary further comment upon it. Rather shall I speak of another debt we owe him, our debt to his humanity.

Rudolph Schevill was, above all the men I have known, an exemplar of the humanistic ideal. All the spiritual and intellectual life of man was his province. At the same time he was a strange and contradictory mixture of the traits of his two heroes, Erasmus and Don Quixote. He had the penetrating mind, the universal curiosity, the profound learning, and, it must be confessed, something of the recluse's timidity of the one. Of the other he had a touch of the brave madness, the hatred of injustice, the capacity for fiery championship of an ideal, and an irascible scorn of pretense.

It was these conflicting traits which made him burst forth at times with uncomplimentary and not altogether just remarks about the trend of contemporary scholarship. "I am appalled," he once said to me ("appalled" was his most devastating epithet), "I am appalled when I thumb through the pages of our learned journals and consider the many stately trees that have been felled to make such a deal of worthless pulp!" Having delivered himself of this thumping broadside, he exploded with laughter, for he had the gaiety of a healthy and nimble mind. On the reading of books he was hardly less vigorous. I went to him once as a student to get his advice on a reading list. He blue-pencilled it unmercifully and said: "My boy, the only books worth reading are great books. Let second-rate minds read second-rate books."

One would do him wrong to demand consistency of him, for in the interest of scholarship he never spared himself the grief of reading any work, however uninspired, which might shed light on a problem. "It's extraordinary," I once observed to him, "that any race could ever have had the hardihood to read the novels of chivalry. I pity the poor devil who is condemned to read them." Mr. Schevill looked at me quizzically. "I am that poor devil," he said.

His association with the great Spanish humanist, Adolfo Bonilla y San Martín, was the most significant thing in his life. A more contrasting pair would be difficult to imagine—the immense Bonilla, who weighed three hundred pounds, and the slight Schevill, who weighed a hundred and thirty; Bonilla, the bonvivant and man-about-town, the incomparable raconteur and valient trencherman; Schevill, the abstemious and almost dainty esthete. On the other hand both were gifted with the same love of letters and

humanity, and their love and respect for each other was never marred by the unfortunate pettiness which has too often afflicted Spanish scholarship. Bonilla's untimely death in 1925 was the heaviest blow that Rudolph Schevill ever suffered. The light seemed to have gone out of his life. It was all the more remarkable that he was able to find the strength of spirit to carry on their common work, which he sadly completed not long before his death.

It was a lasting grief to Rudolph Schevill that he was not able to inspire in his pupils the love of learning for its own sake which he felt was one of the great things of life. His eagerness to discover talent among us led him to accept a phony once in a while, and certainly he overrated all of us. In my own case his disappointment must have been particularly keen, for he had given me the best of himself. Yet such was his largeness that he made no protest when I told him that I had decided to go into historical research. "God bless you, my boy!" he said. "I don't care what you do provided you do it well!"

His passionate love of the Spanish people, in whom he detected the nobility of his second hero, made him their hot partisan in their struggle against the overwhelming forces of Franco, Hitler and Mussolini. His agony over the destruction of the Spanish Republic made him physically ill, but, like Don Quixote, he would not yield the victory.

It was that same quixotic intransigence which would never permit him to yield an inch in his own battle against the gradual abandonment of humane letters in our academic world, for he was convinced that only in things of the spirit can man find his own soul.

LESLEY BYRD SIMPSON

*University of California  
Berkeley, California*

# Editorials

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Henri C. Olinger

Doctor Henri C. Olinger edited the *Modern Language Journal* under the trying conditions of the second World War. His leadership during this period of change in the field of foreign language teaching has been excellent. The Army Specialized Training Program experiment, the full realization, for the first time, of our great need of knowledge of other languages and cultures, the turmoil among educators and society in general, all contributed to the difficulties of the Managing Editorship. Notwithstanding the problems he had to face, Doctor Olinger gave us an excellent and inspiring *Journal*. The members of the Federation and modern language teachers everywhere owe him a debt of gratitude.

## *The Army Specialized Training Program*

There has been much discussion of the ASTP, both pro and con, during the last two years. No doubt its influence will be felt for some time.

It would seem to have been a utilization of old techniques put together under new conditions. These conditions cannot and probably should not be reproduced in our classes in normal times. In the first place, it is questionable whether more than two hours per day of foreign language is profitable. Probably one hour per day is all the time the student can be expected to devote to a foreign language. Also, the use of an "informant" is not practicable in most classes. It is to be hoped that in the experimental classes now in progress in some institutions it will be determined whether the informant, as compared to a good teacher, has much practical value.

Whatever our attitude may be toward the ASTP experiment we should try out some of its devices to determine for ourselves whether they are helpful in our particular program. If we are not satisfied with our methods, why not experiment? If we enlist the cooperation of our classes, experimentation is almost certain to make language learning more interesting to our students. We will not achieve perfection but the cooperative effort of teacher and class is sure to be beneficial.

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# *Announcements*

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## *New Publication*

*The Modern Language Journal* is in receipt of the following announcement: "Paru is a French publication presenting monthly reviews and condensations of the best books published in France. Besides interviews with well-known authors, a review of reviews and articles on foreign literature, it contains, for documentation use, a complete list of the latest French books and publications." An office has been opened in New York—1 Eastern Parkway, Baldwin, Long Island, N. Y. Rates are \$5.00 for one year or \$3.00 for six months.

## *CSMLTA Meeting*

The 30th annual meeting of the Central States Modern Language Teachers Association will be a dual session, one section meeting April 25 and 26, 1947, at Madison, Wisconsin, and the other meeting May 9 and 10, 1947, at Columbus, Ohio. A program booklet will be mailed in early April to all modern language teachers in the CSMLTA territory and to any other interested persons.

Please do not fail to send to the editorial office all notices and announcements concerning the coming meetings and conventions of your associations for the academic year 1947-48. This should be done as early as possible so that all members may be properly informed well in advance as to the date and place of these meetings.

Due to increased publication costs the price of the MODERN LANGUAGE JOURNAL will be \$2.50 a year (foreign countries, \$3.00) effective March 1, 1947. Subscriptions received before March 1, 1947, will be accepted at the present rate.

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# Notes and News

The University of Denver will sponsor a Pan-American Conference at Denver, in the Spring of 1947. This conference will be similar to the one held April 16, 1946, in which delegates of 16 Colorado colleges and Denver high schools participated.

The foreign language section of the Connecticut State Teachers' Association in Bridgeport was held in Central High School, October 25, 1946.

The Middle States Association of Colleges and Secondary Schools and Affiliated Associations held its annual convention November 29 and 30, 1946, at the Hotel Pennsylvania, New York City.

## Foreign Language Enrollment in the Schools of New York City

Compared with the figures of a year ago, the enrollment in foreign languages shows a slight increase. The total gain is less than a thousand students.

Ignoring the disappearance of Portuguese, all of the modern languages show a slight gain. Spanish with an enrollment of 62,159 is in the lead. French with 50,470 is second. Small increases are evident in French and German. In Hebrew and Italian the gain is about 5%. Despite the popularity of Spanish, it shows a rise of only 1%.

Latin with 13,841 students ranks third. It shows a decline of 5% since a year ago.

A newcomer is Norwegian, which is offered in Bay Ridge Evening School. A small group in Greek still maintains itself in Erasmus Hall High School.

### Enrollment in foreign languages as of October, 1946:

	Senior High Schools	Junior High Schools	Evening High Schools	Vocational High Schools	Totals
French	32,156	16,382	1,638	294	50,470
German	7,380	683	194	54	8,311
Greek	26				26
Hebrew	2,723	191	109		3,023
Italian	7,187	2,699	444	73	10,403
Latin	12,398	1,155	224	64	13,841
Spanish	46,905	11,580	2,967	707	62,159
Norwegian			125		125
General Lang.	493	214			707
					149,065

### Growth since last year

	Oct. 1945	Oct. 1946	% of increase
French	50,387	50,470	$\frac{1}{2}$ of 1
German	8,175	8,311	1 $\frac{1}{2}$
Greek	20	26	30
Hebrew	2,882	3,023	5
Italian	10,010	10,403	4
Latin	14,549	13,841	(less) 5
Portuguese	49		
Spanish	61,483	62,159	1
General Lang.	519	707	36
Norwegian		125	
	148,074	149,065	991 Increase

THEODORE HUEBENER

Director of Foreign Languages

# *Personalialia*<sup>1</sup>

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American Council of Learned Societies, Washington, D. C.

Changes: Dr. Waldo G. Leland, Director of the Council, became Director Emeritus as of October 1, 1946. Professor R. H. Shryock of the University of Pennsylvania was appointed Acting Director of the Council to serve until the annual meeting on January 31, 1947.

University of Alabama, University, Alabama

Promotion: J. C. Hayes—from Assistant Professor to Associate Professor of German.

The American University, Washington, D. C.

Promotion: Ruberta M. Olds—to Associate Professor and Chairman both of Division of Language Fundamentals and Department of Modern Languages.

Baldwin-Wallace College, Berea, Ohio

Return from leave: W. D. Pendell, Assistant Professor of French (military service). J. R. Sinnema, Assistant Professor of German (military service).

Beloit College, Beloit, Wisconsin

Return from leave: D. A. Murray, Assistant Professor of Modern Languages (military service).

Resignation: S. B. Puknat, Assistant Professor of Modern Languages—to Carleton College.

Appointments: Calvin A. Claudel, Assistant Professor of Modern Languages—from St. Louis University. J. F. McMahon, Assistant Professor of Modern Languages—from Harrisburg Academy and naval service.

College of Charleston, Charleston, N. C.

Resignation: Hans-Karl Schuchard, Associate Professor of Modern Languages.

Recall from retirement: C. A. Graeser, Professor Emeritus of Modern Languages—to teach a class in French.

Appointments: H. E. Ketcham, Associate Professor of Modern Languages (on leave from Brooklyn College). G. M. Hough, Assistant Professor of Romance Languages. F. A. Rice, Assistant Professor of Modern Languages.

University of Chicago, Chicago, Illinois

Resignation: Joshua Phillips, Assistant Professor of French.

Appointment: George Playe, Assistant Professor of Romance Languages—formerly of the OCI and University of Illinois.

University of Cincinnati, Cincinnati, Ohio

Resignation: Uland E. Fehlau, Assistant Professor of German—to Tulane University.

Columbia University, New York, N. Y.

Administrative changes in French Department: Professor Norman L. Torrey—

<sup>1</sup> These items were received between October 12 and November 12, 1946. Only those of professorial rank are included.



Executive Officer. Assistant Professor W. M. Frohock—Departmental Representative in Columbia College.

Leave of absence: Pierre Clamens, Assistant Professor—leave for year to study in France.

Appointments: L. P. G. Peckham—Associate Professor—from the University of Illinois. Margaret Gilman—Visiting Professor for year—from Bryn Mawr College.

Death: Professor Horatio Smith. (A tribute to Professor Smith was published in the *Journal*—December, 1946.)

Cornell University, Ithaca, New York.

Retirements: Professor Laurence Pumpelly and Associate Professor Pierre Thomas (both from the Department of Romance Literature).

Appointments: Lucien Wolff—Visiting Professor, Recteur de l'Université de Rennes (Department of Romance Literature). Professor J. M. Cowan—Chairman of Division of Languages. Robert A. Hall, Jr.—Associate Professor. Frederick B. Agard—Visiting Assistant Professor (both of Department of Romance Languages).

Culver Military Academy, Culver, Indiana

Promotion: D. M. Marshall—Chairman of Department of Languages and Master Instructor.

Return from leave: D. M. Marshall—from military service. (See foregoing.)

DePauw University, Greencastle, Indiana

Resignation: J. Y. Causey, Assistant Professor of Romance Languages—to Emory University.

Appointments: Lucille Henry, Assistant Professor of Romance Languages—from Newcomb College of Tulane University. Ralph McWilliams, Assistant Professor of Romance Languages—from University of Illinois. Woodrow Most, Assistant Professor of Romance Languages—from Kemper Military Academy.

Duke University, Durham, North Carolina

Promotion: G. Davis—from Assistant Professor to Associate Professor of Romance Languages.

Leave of absence: F. A. Bridgers, Assistant Professor of Romance Languages—to Graduate School, University of Chicago.

Return from leave: W. R. Quynn, Assistant Professor of Romance Languages (military service).

Termination: R. L. Predmore, Visiting Assistant Professor of Romance Languages—returned to Rutgers. Madaline Nichols, Visiting Assistant Professor of Spanish and History—to University of California, Los Angeles.

Appointment: W. C. Archie, Assistant Professor of Romance Languages (military service).

George Washington University, Washington, D. C.

Promotion: L. Clark Keating—to Professor and Executive Officer, Department of Romance Languages.

Appointment: DeWitt C. Eldridge, Assistant Professor of Romance Languages.

Grove City College, Grove City, Pa.

Appointment: H. B. Wells, Assistant Professor of Modern Languages.

Indiana University, Bloomington, Indiana

Promotions: H. V. Velten—from Associate Professor to Professor of German.

E. O. Wooley has been named Interim Chairman of the Department of German.

Kansas State College of Agriculture and Applied Science, Manhattan, Kansas

Leave of absence: Professor Dorothy B. Pattis (Department of Modern Languages)—sabbatical leave for study and travel.

Appointment: M. D. Ramirez, Assistant Professor of Modern Languages—Spring, 1946.

Lehigh University, Bethlehem, Pa.

Retirement: Philip M. Palmer—retires as Head of Department of German but remains as Professor of German and Dean of the College of Arts and Science.

Promotion: R. F. Moore, Professor of German—from Acting Head to Head of Department of German.

Resignation: J. S. Tremper, Assistant Professor of German—to become Assistant Registrar of the University.

Appointments: Marion C. Lazenby, Assistant Professor of German. Hans K. Schuchard, Assistant Professor of German.

University of Maine, Orono, Maine

Leave of absence: Roy M. Peterson, Professor of Romance Languages—formerly Head of Department of Romance Languages and Classics—for fall semester owing to ill health.

Promotions: W. H. Starr—from Assistant Professor of Romance Languages to Associate Professor and Acting Head of Department of Modern Languages and Classics. E. K. Miles—from Assistant Professor to Associate Professor of German.

Appointment: Alfred G. Pellegrino—Assistant Professor of Romance Languages.

Death: Robert R. Drummond, Professor of German, Head of Department of German, May 10, 1946. A native of Bangor where he was born in 1883, Professor Drummond was graduated from the University in 1905 and thereafter studied abroad in Germany at the Universities of Goettingen, Heidelberg and Jena. Returning to this country, he taught at Pennsylvania Military College and the University of Pennsylvania. He became associated with the faculty of Maine in 1909 as Instructor in German. In 1919 he was made Head of that department, a position he retained until his death.

University of Minnesota, Minneapolis, Minnesota

Promotion: H. E. Cleifton—from Assistant Professor to Associate Professor of Romance Languages.

Leave of absence: R. L. Grismer (Romance Languages)—to go to South America to study the regional novel and short story.

University of Missouri, Columbia, Missouri

Promotion: Mildred Johnson—to Assistant Professor of Spanish.

Montana State University, Missoula, Montana

Leave of absence: B. E. Thomas, Chairman of Department of Modern Languages—for autumn quarter, 1946—to travel in Mexico.

Resignation: Rudolph Schleuter, Assistant Professor of German—to the University of Wisconsin.

Appointment: T. H. Shoemaker, Assistant Professor of Modern Languages.

Ohio State University, Columbus, Ohio

Promotions: Richard Armitage—to Assistant Professor of Romance Languages.

Walter Meiden—to Assistant Professor of Romance Languages.

University of Pennsylvania, Philadelphia, Pa.

Promotion: George O. Seiver—from Associate Professor to Professor of Romance Languages.

Leave of absence: Otto E. Albrecht, Assistant Professor of Romance Languages—with Intergovernmental Committee on Refugees in Europe. Otis H. Green, Professor of Romance Languages—leave for spring term to do research.

Appointment: André Delattre, Associate Professor of Romance Languages.

Ripon College, Ripon, Wisconsin

Resignation: Daniel F. Coogan, Associate Professor of German—to Haverford College.

St. Olaf College, Northfield, Minnesota

Resignations: Theodore Jorgenson, Professor of Norwegian. Anne Blegen, Assistant Professor of Romance Languages.

Appointments: Allan T. Morreim, Assistant Professor of Romance Languages.

Etta Scott, Assistant Professor of Romance Languages.

Syracuse University, Syracuse, New York

Promotion: Winthrop H. Rice—from Assistant Professor to Associate Professor of Romance Languages.

Temple University, Philadelphia, Pa.

Promotion: Ames Johnson, Associate Professor of German—to Chairman of department.

Appointments: R. T. Ohl, Assistant Professor of French. Karl-Heinz Planitz, Assistant Professor of German.

University of Texas, Austin, Texas

Promotions: L. E. Dabney—from Assistant Professor to Associate Professor.

R. A. Haynes—from Assistant Professor to Associate Professor (both of Department of Romance Languages).

Appointments: G. G. LaGrone—Associate Professor, Raphael Levy—Assistant Professor, E. D. Healy—Assistant Professor (all of Department of Romance Languages).

Dr. Aaron Schaffer is now Chairman of the Department of Romance Languages.

Texas Christian University, Fort Worth, Texas

Appointments: Eunice Joiner Gates—Professor of Portuguese and Spanish.

Susanne Engelmann—Assistant Professor of German.

Washburn Municipal University, Topeka, Kansas

Appointment: Vernon M. French—Assistant Professor of French and Spanish.

Wellesley College, Wellesley, Massachusetts

Promotions: Edith Melcher—to Associate Professor of French. Justina Ruiz de Conde—to Assistant Professor of Spanish.

**Western Reserve University, Cleveland, Ohio**

Promotions: Theodor W. Braasch—from Associate Professor to Professor and Chairman of Department of German. Agnès Dureau—to Associate Professor of Romance Languages in Mather College.

**Wheaton College, Wheaton, Illinois**

Resignation: Wm. G. Birch, Assistant Professor of Spanish.

Appointment: Louis Rasera—Assistant Professor of Spanish.

Death: Harriet Gertrude Blaine, Professor of Latin (Emeritus) and formerly Instructor in French, died in November, 1945. Miss Blaine did her undergraduate work at Oberlin College and received her Master of Arts degree from the University of Chicago where she also completed much of the work required for her doctorate. From 1897 to 1901 she was Principal of Frances Shimer Academy at the University of Chicago. In 1902 she became Dean of Women at Wheaton. At this school she remained the rest of her life, serving as Instructor in French from 1904 to 1917 and as Professor of Latin from 1917 to 1936, when she retired from active duty. During this latter period she continued to teach French from time to time whenever her help was needed.

**Wilmington College, Wilmington, Ohio**

Resignation: Mary Lane Charles, Professor of Modern Languages—to Western College.

Appointments: Florence Locke—Professor of German. Elsie McCoy—Professor of Spanish. Donald Steele—Assistant Professor of French.

**University of Wisconsin, Madison, Wisconsin**

Promotions: W. T. Bandy—from Assistant Professor to Associate Professor of French (returned from military leave). Joseph Rossi—from Assistant Professor to Associate Professor of Italian. Joseph E. Tucker—from Instructor to Assistant Professor of French (returned from military leave).

**Wittenberg College, Springfield, Ohio**

Appointment: Melitta Gehard, Assistant Professor of German.

## *Correspondence*

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*Correction.* The article on the Rutgers Foreign Language Survey in the October issue of the *Journal* mentions, on page 316, that the three foreign language houses of New Jersey College for Women, Rutgers University, are the oldest language houses in this country in continuous operation. This statement, unfortunately, contains an error. In the French field the French House of the University of Wisconsin which was founded in 1918 and is now under the direction of Professor C. D. Zdanowicz, is the oldest institution of its kind.

EMIL L. JORDAN

*New Jersey College for Women  
Rutgers University*

## Reviews

GIDE, ANDRÉ, *Les Nourritures Terrestres*. Les Éditions Variétés Montréal.

*Les Éditions Variétés* are presenting again to the reading public *Les Nourritures Terrestres* of André Gide. The volume, which first appeared almost fifty years ago, is too well known to the readers of Gide to make any detailed discussion of it necessary here. It is generally considered one of his important works and certainly illustrates many of his best known characteristics. Gide, always interested in youth, has addressed his message to it in the person of Nathanaël, the young disciple. It is a message of emancipation and of receptiveness to experience. The emancipation Gide urges is a ruthless one, the cutting of all ties of family and home which might hold back the adolescent from rushing out to meet new pleasures, sorrows, and sensations. The receptiveness to experience is summed up in the word *ferveur*, which the author considers the best of all attitudes with which to meet life. As the title implies, the source of growth and development he urges is of the earth. The immorality of which he stands accused is a natural sequence of all he advocates.

To convey his doctrine Gide has put together many memories of his own youth from the time when he was travelling in search of health. There is, of course, neither plot nor connected narrative; but there are many impressions of places visited, some incidents, and always the reiteration to Nathanaël of his counsel of freedom from restraint and moral obligation, of eager acceptance of experience and of the living for self. All of this is expressed in the smoothly written style of Gide, which in places becomes lyrical, both in the prose passages and in the verse which he has inserted from time to time in the text.

PHYLLIS WARD

Central High School  
Detroit, Michigan

KANY, CHARLES E., and DONDO, MATHURIN, *Spoken French—For Students and Travelers*. D. C. Heath and Co., 1946. Price \$1.28.

This work contains 72 short dialogues made up in French with English translations. The first 48 carry in addition a phonetic transcription and footnotes. Help-to-study material includes, under the title, *Pronunciation*, one page and one-third devoted to the elucidation of phonetic symbols. We read: "The following symbols are pronounced approximately as in English: w, p, t, d, f, v, m, n, . . ." (p. x). It would seem that this word "approximately" belongs to the *admirable langue turque* which can say so many things with so few words. *Spoken French* ends with a 38-page grammatical *Appendix*, which may have been forced in its place by the publishers, but in any case is remarkable by its utter disregard for spoken French. Any student supposedly in need of being informed that there exist forms like *quatrième-septième*, *sixième-soixante*, *fais-faisons*, *mettiez-mettriez*, *copiais-craiais*, etc., could never suspect how different these parallel forms really are, everywhere except on paper. At the same time the student is carefully reminded of those special strokes of the pen with which we must adorn any writing of forms as regular as *commence-commençons*, etc.

"The purpose of this book is to offer easy but adequate conversational French to students of the language and to travelers and tourists in France" (p. iii). This opening statement in the preface is unfortunate. It is not supported by the contents of the book. A "tourist" needs, anywhere in the world, more than five sentences of less than nine words each to have his passport visaed (p. 25). This is not adequate. But is it advisable for a student of the language, about to make a deposit of his casual funds in a bank abroad, to start an argument about the rate of interest offered to him? (p. 60) It is not so easy. The truth of the matter is that habit

has dulled in us the realization of how utterly conventional such books are. They belong to a special kind of lowly fiction devised, practiced and appreciated by teachers only. The genre has produced its masterpieces, viz. some of the elementary English readers in use in the little schools in this country—matchless in technique, contents, form and presentation. *Spoken French*, on the other hand, must be understood as a product of a special type which proposes to amuse language students by treating them as if they were travelers in action. This old, hard world, full of proletarians, assumes instantly the attractiveness of a well-groomed campus. Arcadian charm is not lacking in this bit of dialogue between a taxi-driver and his fare: «La circulation est intense.»—(Driver) «Oui, et puis il y a trop d'agents» (p. 41). In this manner, we are led toward the imaginative ending. Our "traveler" develops suddenly and mysteriously into a traveling salesman, or typist, ready to do business in France. Then on the final page a prospective employer is told: "Je parle et j'écris couramment le français, l'anglais et l'espagnol." With these words the teacher's fantasy reaches a fitting climax.

Of course, such dialogues have a practical aim. The students are made to feel that they will dazzle porters, waiters, consuls, barbers, bankers, etc. with a barrage of commands in unmistakable French. They will enjoy the freedom of the land. At the present time, there are, in our midst, thousands of veterans who could testify that it is more important to know how to discuss: «Que pensez-vous de de Gaulle? de Truman? de la Russie?»—a task hopelessly beyond the students of *Spoken French*, before or after its use. Experience shows that "students of the language," traveling with proper equipment, i.e., American Express checks and petty cash, in the style of tourists in the Coolidge era, or with guns, bazookas, and printed money after the fashion of travelers in the F.D.R. era, find it astonishingly easy to order a meal (when one can be had) or buy a toothbrush (if there is one on the shelf). People who understand English spring up on all sides from under the cobblestones. If they do not (such things do happen), then you begin to learn the language of the place, far from teacher's Arcadia.

Within the frame of well-established tradition, *Spoken French* is probably as good as any book of the type. The instructor will have a great deal to teach (in fact, the real task is simply left to his care), and the students will have plenty to learn.

M. DENKINGER

University of Michigan

SOLEYMIEUX, JACQUES, *Dimanche*. Brentano's, New York, 1945, pp. 239. Price, \$1.75.

This short novel of twenty chapters gives a pleasant and amusing account of a Sunday holiday which a young married couple spend at the home of the wife's parents in the mountains of southern France. The author is a young writer who is well acquainted with the environment which he describes.

The book has little unity other than that of time, for the author wishes to give a realistic "slice of life" beginning with the awakening of M. and Mme. Piedeloup at seven o'clock in the morning and ending at nightfall one April day preceding the recent war. Devoid of plot, lacking the usual love theme, without extraordinary happenings, the novel still holds the reader's interest by the vivid portrayal of the characters and the sparkling style.

This "Sunday" includes an automobile trip, arrival at the Dalrose home, a visit to the garden, a walk in the village with stops at a tobacco-shop and a café where M. Piedeloup makes new acquaintances, an excellent chicken dinner, the arrival of unwelcome visitors that prevents the proposed fishing expedition, banal conversation during the long call, and finally a quiet hour in the open air when M. Piedeloup senses the beauty and enchantment of the twilight. It has not been a perfect day, for there have been little disputes, vexations and disappointments, but on the whole the family has had a very happy holiday. If the book had a thesis, it would be that without money, high position or social standing one may yet have satisfaction and enjoyment in life as he finds it.



Mr. Soleymieux constantly sees the comical side of situations. The reader is amused by Piedeloup's pride in his old five-horse-power automobile, which has had six previous owners; by his wife's advice to the driver, although her knowledge of the mechanism of the car is extremely limited; by the cold reception accorded the adored fox-terrier by the hosts and by countless other details. The chapter that recounts how M. Dalrose was inveigled into buying a radio and then exasperated the whole family by his manner of operating it might be entitled "Life with Father."

So this little book is made up of reality, dreams and humor, a combination which, as Robert Tenger tells us in his interesting preface, Lin Yutang calls "wisdom."

If a school text of this novel, including vocabulary and notes, were to be prepared, it would be of value for class use because of its idiomatic and colloquial style. Dealing with the occurrences of everyday life—rising, dressing, buying a newspaper, going out, dining, resting, and so on—it would appeal to students interested in conversational French.

MARY T. NOSS

Ohio University  
Athens, Ohio

KANY, CHARLES E. and SPERONI, CHARLES, *Spoken Italian—For Students and Travelers*. Boston, D. C. Heath and Company, 1946. Price, \$1.36.

The present book, more than any of the latest textbooks, reflects the effects that training of our soldiers during the war has had on the technique of teaching modern languages. This attractive volume is for both students and travelers in Italy. It offers a large vocabulary and a wide range of conversation, mostly practical, but on a high plane and in excellent Italian. The conversation in Italian is on one page and the English translation, very accurate, is on the opposite page.

The dialogue can be used to encourage conversation between and among pupils as the preface suggests. The preface also suggests that pupils be made to write free compositions at home, based on reading matter perused in class. These compositions should be corrected and returned to the pupils. It would be very useful to discuss with the class some of the mistakes corrected in the compositions.

The authors have also added an appendix with a short grammar that is quite adequate to teach the correct use of the Italian language.

D. VITTORINI

University of Pennsylvania

GRISMER, RAYMOND L. and KEATING, L. CLARK, *Spanish Conversation*. The Dryden Press, New York, 1946. Price, \$1.60.

The past several years have witnessed a profusion of "conversational Spanish" texts for class use. Here we have another planned for beginners; this one is different in that the "conversational method," as Professors Grismer and Keating use it, does not mean the exclusion of the reading aim. The authors state the general purpose of their book in the Preface: "The text is designed so that it may actually be used as a beginning reader in Spanish 1, a reader stressing oral drill and simple conversation."

In a brief review it is only possible to indicate salient characteristics. The point of departure in each lesson is a list of "palabras y frases útiles," useful phrases and words which the students are expected to memorize. Part II of each lesson is "a short story dealing with the everyday experiences of a typical American family." Part III, a *cuestionario*, is based on the subject matter of Part II and includes questions which seem to cover the stories very thoroughly and which reveal consistency in the use of syntax and tenses. The vocabulary of approximately 1380 entries is given at the end of the book (pp. 137-157). Not included are pro-

nouns (subject and object), certain true cognates, and many words explained in the text proper.

Concerning the material of this manual the authors write in the Preface: "The early lessons are very simple and can successfully be studied by students after a few weeks of classroom instruction in the language." This statement may elicit a rather violent objection from those who will point out that the first lesson contains *-ar* verbs, *-er* verbs, the reflexive verb *levantarse*, the radical-changing verb *despedirse*, and the imperfect of *tener*. Those disapproving may contend that a student's only recourse is sheer memorizing when irregular forms are introduced before regular forms have become thoroughly familiar. Also they may argue for proceeding from the simple to the complex instead of exposing the beginner to difficulties in the initial lesson. In answer to these possible objections we may say with Jespersen: "... we must not be afraid of using irregular forms in the very first selection . . . . It is only by freeing ourselves from this principle which requires rules first and exceptions later that we shall be able to get good texts for the teaching of beginners."

No review of *Spanish Conversation* would be fair without mentioning that this book is well edited and attractive. Lively and interesting pen and ink sketches by Melva Teubner add considerably to its attractiveness. The type is clear and neat. The proofreading has been carefully done; however, a close reading reveals *condiciones* on page 127.

Taken all in all, it is this writer's opinion that the authors have been successful combining the "conversational method" with the "reading approach." Rarely have these two aims been so well carried out in the same work. One might easily warrant that teachers who complete these lessons will have well-prepared students, showing marked oral-aural ability and making above-average scores on standard reading tests.

EDNA LUE FURNESS

Casper Junior College  
Casper, Wyoming

CHEKHOV, A. P., *Uncle Vanya, Three Sisters, The Cherry Orchard*. New York The Macmillan Company, University Press, Cambridge, 1946. Price, \$1.50.

Two facts seem to have motivated the appearance of the handy little volume of Chekhov's three major plays—tragi-comedies of a frustrated generation—which now belongs to history but whose characteristics have a certain universality which brings them close to us all and induces us to pardon, if not to acquit them. This edition is a photographic offset in reduced format of the Gosizdat Leningrad 1935 edition of Chekhov's complete works under the direction of the late Lounatcharsky.

By inheritance from the days of *cordon sanitaire* there are wide lacunae in the U.S.A. of Soviet editions. Let it be said, between parentheses, that the New York Library, with all its wealth of Slavonic material, does not possess the above mentioned Chekhov *Complete Works*. The demand for Russian texts grows daily and the beginners of today will require in the future advanced reading material and those who were satisfied with Constance Garnett's translations, may be asking for original texts.

In view of future use of the photographic offsets as a current method, let us say in all truth that the photographic reproduction of the volume of Chekhov's plays is not a success technically. Missing letters, blurred words and phrases frequently occur and interfere with the reader's comprehension, as for instance the text of the famous closing lines of *Uncle Vanya* which appear unintelligible. The copy before this reviewer has a blank page for the cast of characters of the same play. Lack of signs of diæresis and bad punctuation will not help foreign students. What were the technical reasons of these shortcomings, this reviewer is not able to

discuss. It is to be hoped, however, that future ventures in the field of photographic offset may not be marred by the deficiencies as is the case of the three plays.

MICHEL BENISOVICH

*Institute of Fine Arts*

*New York University, New York City*

*Ukrainian Authors.* Published by Ukrainian Canadian Committee. Winnipeg, Canada, 1945, pp. 193.

This is a very praiseworthy attempt to prepare a small anthology of Ukrainian literature edited with notes and a vocabulary. On the whole the selections from Marko Vovchok, Taras Shevchenko, Ivan Franko, Ivan Kotlyarevsky, Mykola Vorony and S. Rudansky are well chosen. The notes and the vocabulary are ample, and there is a graceful foreword by Prof. George W. Simpson of the University of Saskatchewan. The book is a fine tribute to the zeal and energy of the Ukrainian Canadian Committee and should serve as a convenient introduction for the study of Ukrainian literature.

CLARENCE A. MANNING

*Columbia University*

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# Books Received

## Miscellaneous

- Blumberg, Harry and Lewittes, Mordecai, H., *Modern Hebrew*. Hebrew Publishing Company, New York, 1946. Price, \$2.25.
- Hugo, *Dutch Simplified*. David McKay Co., Philadelphia, 1946, pp. 176. Price, \$1.50.
- , *Hindustani Simplified*. David McKay Co., Philadelphia, 1946, pp. 160. Price, \$1.50.
- , *Swedish Simplified*. David McKay Co., Philadelphia, 1946, pp. 160. Price, \$1.50.
- Pinto, V. de S., collector, *Essays and Studies* by Members of the English Association (XXXI, 1945). Oxford (Clarendon Press), 1946, pp. 108. Price, \$2.50.
- Shipley, Joseph T., ed., *Encyclopedia of Literature*. 2 vols. Philosophical Library, New York, 1946, pp. xii+571 and 572-1188.

## French

- Cantiques de Noël*. The Thrift Press, Ithaca, New York, 1946, pp. 15 (pamphlet). Price, \$0.10.
- Chants de France, Tome II*. The Thrift Press, Ithaca, New York, 1946, pp. 32 (pamphlet). Price, \$0.15.
- Haxo, Henry E., *Images de la France*. Harper and Bros., New York, 1946, pp. xxix+421.
- Romains, Jules, *Louis Bastide* (selections from *Les hommes de bonne volonté*), edited by Fernand Vial. Henry Holt and Co., New York, 1946, pp. xviii+155+lxii. Price, \$1.50.
- Rouillard, Clarence Dana, *The Turk in French History, Thought, and Literature—1520-1660* ("Etudes de littérature étrangère et comparée"). Boivin and Cie, Paris, 1940, pp. 700. Price (paper-bound), \$3.00.
- Saint Exupéry, Antoine de, *Le petit prince* (educational edition . . . prepared by John Richardson Miller, Houghton Mifflin Company, 1946, pp. xix+108. Price, \$1.50.
- Voltaire, François-Marie Arouet de, *Candide or Optimism*, edited by Norman L. Torrey. F. S. Crofts and Co., New York, 1946, pp. x+118. Price, \$0.30.
- Weiman, Ralph, ed., *Common Usage Dictionary—French-English, English-French*. Crown Publishers, New York, 1946, pp. viii+278. Price, \$3.00.

## German

- Goethe, Johann Wolfgang von, *Faust—Part I*, edited by B. Q. Morgan. F. S. Crofts and Co., New York, 1946, pp. iv+124. Price, \$0.30.
- Heine, Heinrich, *The Sea and the Hills: the Harz Journey—the North Sea*, translated by Frederic T. Wood. Chapman and Grimes, Boston, 1946, pp. 134. Price, \$2.50.
- Krippenspiel*. The Thrift Press, Ithaca, New York, 1946, pp. 16 (pamphlet). Price, \$0.10.
- Mühlen, Hermynia zur, *Geschichten von heute und gestern*. Henry Holt and Company, New York, 1946, pp. x+130+lx. Price, \$1.75.
- Vierzig Singrädchen*. The Thrift Press, Ithaca, New York, 1946, pp. 16 (pamphlet). Price, \$0.10.

## Russian

- Harsky, Joseph E., *A Workbook in Russian*. Pitman Publishing Corp., New York-Chicago, 1946, pp. 103. Price, \$2.00.

*Spanish*

- Del Río, Amelia A. de and Hespelt, E. Herman, eds., *Lecturas hispánicas—Book I*. The Dryden Press, New York, 1946, pp. viii+248. Price, \$1.80.
- Galdós, Benito Pérez, *Misericordia*, edited by Ángel del Río and McKendree Petty. The Dryden Press, New York, 1946, pp. xxv+190. Price, \$1.75.
- Goytortúa, Jesús, *Pensativa*, edited by Donald Devenish Walsh. F. S. Crofts and Co., New York, 1947, pp. xiv+202. Price, \$1.65.
- Quinamor, Talia E., *El triunfo de don Ricardo o la catástrofe del señor Rojas*, edited by Jane C. Watson. Henry Holt and Company, New York, 1946, pp. 216+xxix. Price, \$1.32.
- Sáenz, Hilario and Teale, Lloyd D., *Vida gaucha* (illustrations by Florencio Molina Campos). F. S. Crofts and Company, New York, 1946, pp. x+222. Price, \$1.60.
- Stanton, Ruth and Lodge, Louise, eds., *Una moneda de oro y otros cuentos mexicanos modernos*. Harper and Bros., New York, 1946, pp. ix+244.
- Weiman, Ralph and Succar, O. A. eds., *Common Usage Dictionary—Spanish-English, English-Spanish*. Crown Publishers, New York, 1946, pp. viii+303. Price, \$3.00.
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